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ABSTRACT

Materials contained in this career implementation guide (one in a series of seven) are designed to guide collaborative efforts between the school and community organizations in order to multiply the learning resources for students and increase the influence of career educators. Each of five modules contains description and program materials from one of the Roseville, Minnesota, community involvement activities. Using community participation in the form of an advisory committee is described in Module 1. The Exchange/Internship Program for school staff (Module 2), the School-Community Resource Directory (Module 4), and the Career Role Observation/Student Shadowing Program (Module 5) are the major programs presented. Two other programs adopted in the Roseville Area Schools which involve school-community interaction are Business Education Day and Education-Business Day, described in Module 3. (TA)

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ROSEVILLE AREA SCHOOLS
Independent School District #623
1251 West County Road B-2
Roseville, Minnesota 55113

CAREER EDUCATION DISSEMINATION PROJECT

IMPLEMENTATION BOOKLET #6

COMMUNITY PARTICIPATION

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BOOKLET #6 - COMMUNITY PARTICIPATION

OVERVIEW

A school district that makes decisions and solves problems in a way that involves the people directly affected by the decision will promote community involvement in the planning and evaluating of career education.

Understanding what is going on in the school-community setting as an organization is necessary in implementing career education. The organizational process and structures of solving problems and implementing decisions may require extensive observation and study. Productivity and human relations aspects of organizational decision-making and problem-solving are interdependent. A balance of both is necessary and neither is more important than the other.

It would seem that in the process of implementing career education in the schools that a core objective should be to model conditions of career satisfaction. The processes of involving staff, students, and community in shared decision-making and support teams should reflect what is known about sources of worker satisfaction.

True collaborative efforts between the school and community organizations and interests can greatly multiply the learning resources for students and increase the influence of career educators.

A cross section of community interests need to be drawn into an advising and supportive role. Career education can not be just a business program or just an educator's program or just a labor organization program. Other interests including public service organizations, the five arts and other community interests must have expression in the implementation of career education.

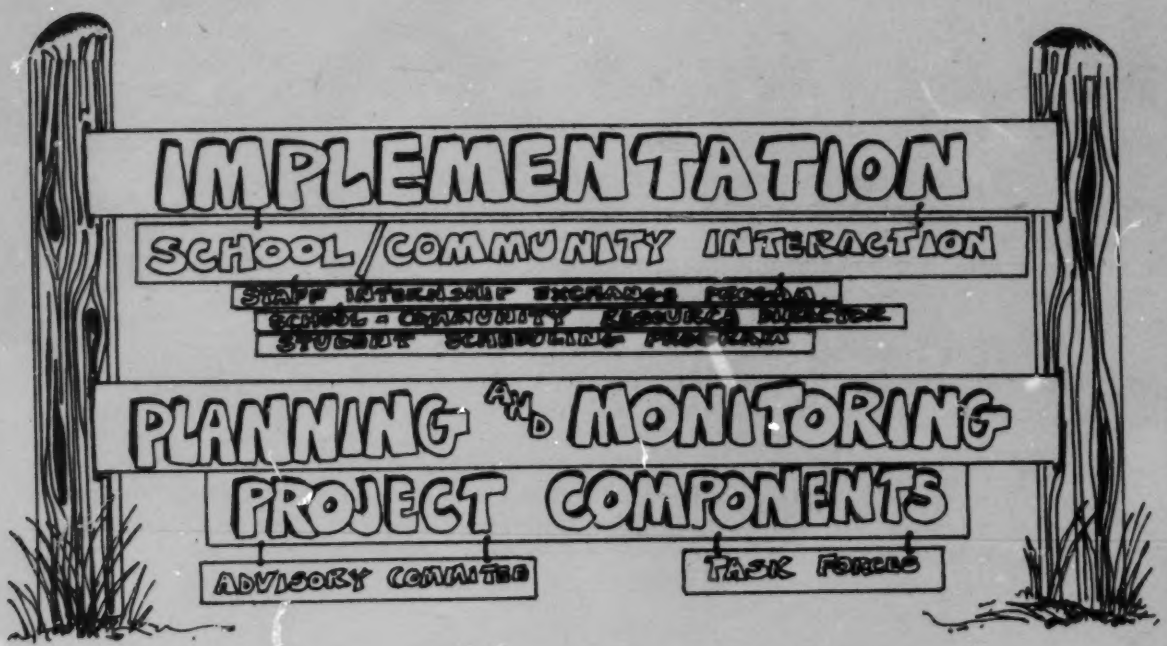
Based on the experience of the Roseville Area Schools' Secondary Career Education Project, community involvement is of vital importance to successful implementation of career education concepts in the school curriculum.

Community involvement on two levels has been utilized by the Roseville Secondary Career Education Model.

On one level, that of planning and monitoring the implementation of all project components, community participation was utilized in the form of an Advisory Committee. The Advisory Committee in turn created task forces to deal with or create specific programs, whose existences were limited to specific time periods.

Community participation in the implementation of those planned programs constitutes the second level of community involvement. In the Roseville setting, those programs or program components include the Exchange/Internship Program, the School-Community Resource Directory and the Student Shadowing Program, all of which are described elsewhere in this booklet.

Several of the community activities focus on staff members becoming more aware of community learning opportunities. Greater use of the community for student learning should follow greater staff awareness and motivation. Both paid and non-paid career roles are emphasized in the various staff and student community experiences.



MODULE 1: THE ADVISORY COMMITTEE

The first step in involving the community in implementing a career education program would seem to be then to establish an advisory committee, representative of the community and the school to assist the designated coordinator with the planning stages.

It is necessary before contacting community or school people about membership in an advisory committee that these questions be answered:

1. Does your school district already have a Career Education Advisory Committee that could be utilized?
2. Does your school have a written policy pertaining to the formation of Advisory Committees? (If so, much of the ground work may already have been done for you.)
3. From which populations should you solicit representation?
4. How does one go about finding people from these populations who will be accepted as truly representative of and by their constituency?
5. What will the specific responsibilities of each member be? How much time will be involved?

The guidelines for utilizing citizens in advisory committees adapted by the Roseville Area Schools follows:

ROSEVILLE AREA PUBLIC SCHOOLS
Independent School District No. 623

Subject: ADVISORY COMMITTEES INVOLVING CITIZENS

1.0 Purpose
The purpose of advisory committees involving citizens shall be to provide additional means of communication between the citizens of the community and the Board and Staff of District 623.

2.0 General Policy
- 2.1 It shall be the policy of the District to encourage the establishment of such advisory committees involving citizens.
- 2.2 Such committees shall be identified as Ad Hoc or Standing. Ad Hoc advisory committees will deal with specific issues and then be terminated. Standing advisory committees are those which deal with continuing issues and are reestablished annually.
- 2.3 The continuation of either ad hoc or standing committees shall be acted upon annually.

3.0 Recognition: Advisory Committees shall be recognized upon authorization by:
- 3.1 The School Board
- 3.2 The Superintendent or his designated agent

4.0 Each Committee at the time of initiating activity shall have identified:
- 4.1 The length of time each member is being asked to serve
- 4.2 The service it is to render including a statement of the anticipated project (e.g., a written report)
- 4.3 The resources to be provided to help it complete its job
- 4.4 The approximate dates on which it is to submit a report
- 4.5 The time and place of the first meeting
- 4.6 Policies governing citizens' committees to help clarify relationships
- 4.7 Its relationships with the School Board, with individual Board members, with the Superintendent, with the principals, and with the other members of the professional staff

5.0 Committees of the PTA
- 5.1 The functional committees and Executive Council of the Area Council shall be considered (independent) advisory committees to the School Board and Staff of District 623.
- 5.2 The standing committees of local PTAs shall be considered (independent) advisory committees to the School Board and Staff of District 623.

6.0 Liaison between staff and advisory committees involving citizens shall be through the Superintendent, or the principal, or the agent designated by either.

7.0 The Superintendent shall inform the Board of the establishment of advisory committees involving citizens. He shall describe their proposed functions, membership composition, and relationship to members of the professional staff. The Board will also be informed of the persons appointed to such committees.

7/26/73

Another resource which can be used as background reading for establishing Advisory Committees is the American Vocational Association's The Advisory Committee and Vocational Education, 1510 H Street, N.W., Washington, D.C. 20005, 1969.

We recommend having the following populations represented on a Career Education Advisory Committee: Students, teachers, school administration, community businesses (employers), employee groups and parents. The career education coordinator or administrator charged with directing the career education program as an ex-officio member to assist the committee should be involved in a liaison capacity. In selecting population areas to be represented on a specific advisory committee, some thought must be given to any special needs or characteristics reflected in the particular setting.

A good approach to the problem of selecting accurate and acceptable representation from a population group, is to share that decision with the group to be represented, rather than directly asking individuals to serve. In the case of selecting student representatives, it would be wise to ask the principals to consult the student council in making that decision. Officers of the teacher organizations functioning in the local district can

be asked to consult their members about selecting representatives to serve on the committee. Care should be taken so that elementary, junior high school and senior high school teachers are represented on the committee.

Presidents of area Chambers of Commerce, Rotary or Jaycee groups can be asked to check with their boards of directors in selecting a member to represent employer populations and local labor unions are good sources to contact about providing employee representatives. Officers of the Area PTA Councils, Leagues of Women Voters, etc. can be contacted about providing representatives from parent populations. By selecting members in this way, the populations feel they truly have a voice on the committee and are involved in the planning stages. (See Appendix for a membership list of the Roseville Career Education Project.)

Before talking to the individuals or organizations, it will be necessary to have some idea of how much commitment is required of each committee member. Ideally the caller should know the number of meetings per month envisioned, length of meetings, time required in addition to meeting time and where meetings will be held and at what time of day.

With the answers to these questions in mind, it is time to contact organizations and individuals about finding members interested in serving on an advisory committee. If possible, have a first meeting time and place in mind when calling and request that they contact you a few days before that first meeting with the names of their representative. This will allow you to follow-up any group which lags in providing a member. It also gives you a chance to send prospective members any background information which would facilitate your first meeting.

Procedures and Activities

Of paramount concern to the director or coordinator of career education activities at the first advisory committee meeting should be creating a healthy group climate and orienting the members to career education--definitions, models, issues, the district's prior activities, overview of the current or projected program, etc. Time should also be devoted at this first meeting to further define the scope of the members' responsibilities.

The following could serve as a possible agenda for the first meeting:

CAREER EDUCATION ADVISORY COMMITTEE AGENDA (90 minutes)

(10 minutes) I. Introduction of members

(10 minutes) II. Overview of the goals, objectives and activities of the career education program

(25 minutes) III. Career education in the _____ _____ community (If available, a media presentation is most effective at this juncture; otherwise an overview can be given by one or more persons. Questions from the members should be encouraged.)

(15 minutes) IV. Refreshment break and informal conversation

(25 minutes) V. Suggested role or activities for the committee
- A. Creating task forces for specific programs
- B. Reviewing task force activities and direction
- C. Recommendations to task forces
- D. Evaluation and liaison with other groups

(5 minutes) VI. Setting time and agenda for next meeting
- A. Selecting a chairperson and secretary
- B. Creating task force selection process
- C. Reporting of minutes

Handouts: Project Abstract
What is Career Education?
Career Maturity: An Operational Definition

The following handouts might serve as the basis for discussion or presentations at the first advisory committee meeting:

WHAT IS CAREER EDUCATION?

According to Donald Super, career development is a LIFE LONG PROCESS OF IMPLEMENTING A SELF-CONCEPT WITH SATISFACTION TO SELF AND BENEFIT TO SOCIETY

What does the student need for his/her career development?

A. Realistic knowledge and positive attitudes towards self: talents, interests, goals.

B. An awareness of occupational and life style options.

C. Skills in personal decision-making and life planning.

D. Ability to relate to people.

E. An awareness of work values.

Different ideas of what career education is:

A wide range of definitions of career education can create confusion. A continuum of narrow to broad scope definitions is as follows:

Vocational Education	Occupational Education	Career Education	Life Style Education
(Job Training)	(Occupational Information)	(Self-awareness Explorations of options Decision-making Interpersonal skills Work values)	(Occupational Life Family Life Social Life Leisure Life)

FOR EXAMPLE: Career Education encompasses both Vocational Education and Occupational Education

WHY CAREER EDUCATION:

In one sense career education is a way of thinking about education and can include:

A. A bridge between humanistic child centered trends in education and traditional subject matter areas.

B. A bridge between teachers at different grade levels and in different departments.

C. A bridge between school and community.

CAREER MATURITY: AN OPERATIONAL DEFINITION

Career education addresses itself to the following kinds of questions often asked by students:

I. Overall Goal - Positive Self Concept

Objectives:

1. What do I do best? What would I like to do better?
2. What are my interests?
3. What are my needs?
4. What is important to me?
5. How do people change over a lifetime?
6. In what ways are people alike? In what ways are they different?
7. How can I think positively about myself?
8. How can I make use of what I've learned about myself and others?

II. Overall Goal - Decision Making

Objectives:

1. How do I make decisions?
2. What are the consequences of my decisions?
3. How can I accept the consequences of my decisions?
4. What and who influence my decisions?
5. How do I set goals?
6. Can I set goals for now and goals for the future?
7. Do I act on my goals?
8. Do I know how to act instead of worry about changes in my life?
9. Can I make predictions for my future?
10. How do decisions about work, play, family and friends affect each other?
11. How do my decisions change as I get older?
12. How do my ideas about the future influence my decisions?
13. How can I make use of what I've learned about decision making?

III. Overall Goal - Awareness of Life Style Options

Objectives:

1. What makes up one's style of life?
2. How do work, family, friends and play fit together?
3. What are varieties of life styles?
4. What are possible "turn ons" and "turn offs" for me in career and work?
5. How do I finance my style of life?
6. How do I get a job?
7. What should I study about occupations and why?
8. What should I know about career stereotypes?
9. What do careers require of me?
10. What are career patterns?
11. How are career patterns and jobs changing?
12. What do social changes and occupational changes mean to me?
13. How can I make use of what I've learned about life style options?

IV. Overall Goal - Interpersonal Skills

Objectives:

Communication

1. What does listening mean?
2. How can I express ideas and feelings?
3. How can my ideas and feelings be expressed with kindness and sincerity?
4. How can I give and accept helpful suggestions?
5. How can I give and receive compliments?
6. How can I make use of what I've learned about communicating with others?

Group Dynamics

1. What are ways that groups make decisions?
2. What are ways that people act in groups?
3. What are ways to tell what's happening in a group?
4. How can I make use of what I've learned to be more effective as a group member?

Cooperation

1. When working with others, how can we find a common goal?
2. How can we find enjoyment working on a common goal?
3. Are we cooperating or competing?
4. What are the advantages and disadvantages of cooperating and competing?
5. Can I want to do better without competing with others?
6. Can I be a helper and also be helped by others?
7. How can I make use of what I've learned about cooperating with others?

V. Overall Goal - Work Meanings and Values

Objectives:

1. What can I expect from my career?
2. Why are some people unhappy with their career pattern?
3. Why is work necessary?
4. How have meanings of career and work changed?
5. What do career changes mean to me?
6. What do the changing roles of women mean to me?
7. What do the changing roles of minorities mean to me?
8. Will I expect the same from my career my grandparents did?
9. Why do people work?
10. How can I make use of what I've learned about the meanings and values of work?

Developed by Linda Carlson
Judy Larson
Arland Benson

At subsequent meetings efforts should be made to create a friendly, open group climate. There are several excellent career education related group activities which can be used as "ice-breakers" to create cohesion and openness which is particularly important in a group comprised of persons of different ages and backgrounds, such as the advisory committee will necessarily be.

Group activities such as the two which follow make excellent get-acquainted activities and should be used as early as possible in the life of the committee. The second meeting would be an ideal time to try one.

LOOKING AT CAREER DECISIONS

1. Who taught you how to make decisions?

2. What was your most recent career related decision?
   (i.e., occupation, education or other major life role decision in family or leisure)

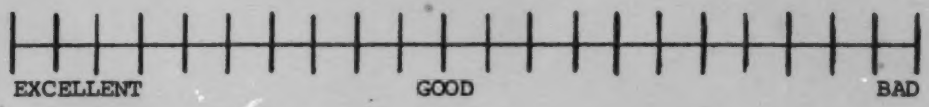
   A. How many alternatives did you consider in making such a decision?

   B. Who influenced your decision?

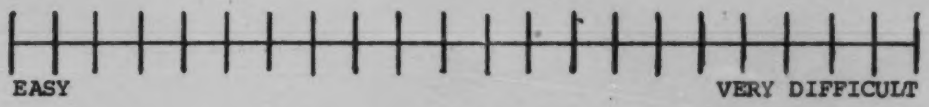
   C. What were the other influences upon your decision?

   D. What previous decisions affected this decision?

   E. How do you evaluate this decision now?



3. What type of goals do you set for yourself?



LIFE PLANNING LABORATORY

Purpose: To help participants clarify and identify their role in life, and to think constructively and realistically about the future. To help students in the process of influencing their own futures.

Structure: Group members work individually on their life lines for 10-15 minutes and share them as a group or in small groups of 4-5 for 15-20 minutes.

(Optional): Draw picture of self at age 10
Unstructured sharing

Life Line

Draw base line marked by 2-year segments, up to and beyond present age.
Life line can be horizontal or a curve representing "ups and downs."
Indicate significant events of past life--key or turning points.
Project line and events into the future as you see it.

Share and explain the life line and significant experiences with others.

Later in the year when the group members are familiar with the concept of career education and their roles and committee members and feel at ease with each other in a group situation, a group skills evaluation activity would be appropriate. The following activity can serve as an example of such an evaluation. It could be followed by a discussion of the activity and of the members' reaction to the activity and to the group itself.

GROUP SKILLS SCALE SHEET

Directions: Read over the scales and on each one place a check indicating the place on the scale that describes you when you are at your best in a group. Label this mark "B". Do the same for the points that describe you when you are at your worst in a group. Mark this check "W". After marking all the scales, pick out 3 or 4 marks which you would most like to change.

1) Ability to listen to others in an understanding way.

0 1 2 3 4
Low High

2) Ability to influence others in the group.

0 1 2 3 4

3) Tendency to build on the ideas of other group members.

0 1 2 3 4

4) Likely to trust others.

0 1 2 3 4

5) Willingness to discuss my feelings (emotions) in a group.

0 1 2 3 4

6) Willingness to be influenced by others.

0 1 2 3 4

7) Tendency to lead the group.

0 1 2 3 4

8) Tendency to seek close personal relationships with others in a group.

0 1 2 3 4

9) My reaction to comments about my behavior in a group.

0 1 2 3 4

10) Awareness of the feelings of others.

0 1 2 3 4

11) Degree of understanding why I do what I do.

0 1 2 3 4

12) Reaction to conflict and problems in the group.

0 1 2 3 4

13) Reaction to expressions of affection and warmth in the group.

0 1 2 3 4

14) Reaction to opinions opposed to mine.

0 1 2 3 4

Whether or not the group is experiencing any difficulty in functioning well, a process evaluation can be an excellent learning experience. It can be carried out by a group member skilled in group process or an outside evaluator. Many formats are available and the process observer should use one he/she is familiar with. Below is an example of an easy to use process observation.

GROUP WORK OBSERVATION FORM

	Didn't Observe	Observed Little	Observed Some	Observed Much
Problem Solving				
How well did the group stick to its job?				
How well did the group understand its problem?				
How well did the group get information?				
How well was the procedure for working planned?				
How well did they test for agreement?				
How well did they accomodate for differences among members?				

Many more opportunities for involvement present themselves to advisory committee members and they should be encouraged to take advantage of them. Community business people, parents, teachers and students should be invited to represent career education at workshops, conferences and in-service programs. If possible enrich regular meeting agendas with local or visiting career education authorities.

Evaluation

As with all elements of a comprehensive career education program, the advisory committee should be the subject of evalution, both as to process and content. The manner in which members look at their accomplishments and contributions to the total program and the way they feel their efforts are being received by the staff is a valuable planning tool for future years as well as for assessing the effectiveness of the past year. Following is an evalution instrument which can be completed by both advisory committee members and task force members at the end of an evaluation period:

REACTIONS OF ADVISORY COMMITTEE MEMBERS TO THE PROJECT

Question	Response
1. Do you have a clear understanding of the goals and objectives of the Roseville Secondary Career Education Project?	Yes _____ No _____
2. Do you agree with the goals and objectives of the Roseville Secondary Career Education Project?	Yes, all of them _____ Some of them _____ No _____
3. Do you agree with the procedures that are being used to attain the project objectives?	Yes, all of them _____ Some of them _____ No _____
4. Do you feel that you were given sufficient opportunity to express your views regarding the Secondary Career Education Project?	Yes _____ No _____

5. Do you feel that the Secondary Career Education Project staff was receptive to your views and opinions?
   Yes _____
   No _____

6. Do you feel that your advisory committee (or task force) had an impact on the direction taken by the Secondary Career Education Project?
   Yes _____
   No _____
   Not Sure _____

7. Do you feel that your committee (or task force) has served a useful purpose?
   Yes _____
   No _____
   Not Sure _____

TASK FORCES

Overview

Created by the Advisory Committee to design and oversee the implementation of specific programs, task forces have a narrower scope and orientation than does the parent body. It is not necessary that they are familiar with all facets of the program being implemented. They are responsible only for the component they have been asked to design.

It is necessary therefore that they also reflect the composition of the community, including school (both staff and students), businesses (employees and employers) and parents if the specific program they are involved with is to suit the needs of the local community. Consequently, it is a good idea to have advisory committee members responsible for finding people from the same population they represent to serve on the task forces. A teacher would ask another teacher to serve on the task force, a local representative of a labor group would find a member from a similar labor group, an employee from an employee group, etc. In this way the membership remains representative of the community.

Task forces likewise need an orientation session before they can begin to work on a specific program so they can see their program in relation to the whole career education effort in the district; however, the emphasis is on the task more than the group process element as in the advisory committee.

The Roseville Career Education School-Community Advisory Committee created four task forces: the Exchange/Internship Task Force, the School/Community Resource Directory Task Force, the Parent/Student Career Planning Seminar Task Force and the Career Learning Center Use Task Force. The programs created by these task forces will be detailed in the following models bearing the names of the programs they designed.

The longevity of the task force is dependent upon the length of time it takes to create a program, implement it and then evaluate its effectiveness. Three, sometimes four meetings were necessary to create the program and specify its manner of implementation. Another meeting should be held after the program has been operating for some time, to see if it is functioning smoothly and to specify the manner of evaluation. After an evaluation of the program has been constructed by the staff the results should be shared with the task force and possible changes discussed, based on the evaluation results.

Task forces should determine the times and length of each meeting based on their own convenience. Task forces in Roseville discovered that by limiting meetings to 90 minutes and making them early in the morning or at noon that all populations could attend. Reminders, however, should be sent to task force and advisory committee members at least a week before meetings as a precaution. It was routinely requested that members call the project office if they would be unable to attend a meeting or needed transportation.

Task force members may also, if it appears advisable, take part in group self-evaluation activities. Any of the activities included in the advisory committee module can be used with a task force, including the evaluation form.

MODULE 2: EXCHANGE/INTERNSHIP PROGRAM

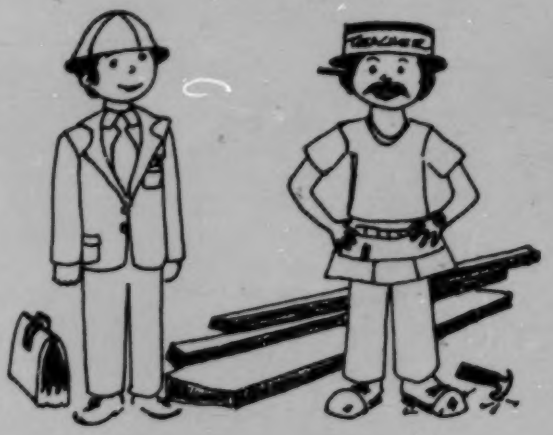
Overview

A task force-created program which has proven to be as popular with the local business community as it has with the school staff is the Exchange/ Internship Program. This project component provides opportunities for career role exchanges for school staff and community business persons for periods of time ranging from one day to three weeks.

In this program "Internship" means a school staff person taking part in or observing a work role in the business community or a business person coming into the school for that same reason. An "Exchange" is when one school staff person and one business person observe each other's career role or actually take part in each other's job.

The objectives of the program, which relate to both adults and students in the school and business community are:

1. To increase communication and understanding between school and community;
2. To provide opportunities to increase awareness of life style and career options;
3. To provide opportunities to increase awareness of alternative meanings of the terms "work," "career," and employer-employee expectations, and
4. To promote greater use of the community as a resource for the school, both inside and outside the classroom.



A school staff person wishing to take part in an internship or exchange first makes application, describing in general terms the type of experience he/she is looking for, the basic objectives prompting the request, and the amount of time required. A designated person (either a member of the school implementation team or a community liaison with contacts in the business community, such as the executive officer of the Chamber of Commerce) then finds a community business or agency that can offer that experience and puts the two in touch with each other. The intern and liaison then jointly work on the learning contract and set a time for the internship or exchange to take place.

Follow-up consists of a project, often a curriculum unit or added insights into career issues, an evalution and a small group debriefing-evalution-sharing session. (See Draft Proposal and Time Line for Exchange/ Internship Program in Appendix A for more details.)

Internship Program Model

Application Process

As with all innovation within a school district, the first step in implementation to make the target group aware of its existance. Several methods of promotion have been tried and found to be successful in varying degrees. A memo announcing the program, such as the one below, will result in some interest.

MEMORANDUM

TO: All Secondary Personnel

FROM: Exchange/Internship Program Task Force

DATE:

RE: Opportunities for School-Community Exchanges

Would you like to visit, observe and talk with other adults in the Roseville Schools' Community regarding their career?????

Are there classroom speakers, field trips and field interviews that you might be exploring to enrich your curriculum?????

Through the cooperation of the Roseville business community and the Roseville Secondary Career Education Project, you now have an opportunity to try out a career role exchange. This career role exchange might include visits to several community business organizations and/or educational settings. In-depth observation and even actual work experience in some settings might also be arranged.

An independent study program model will be used. Substitutes may be hired when necessary while you are in the other settings. Recertification units may be earned as well as college credit for those who wish a more in-depth experience.

If you are interested in this program, please fill out the attached questionnaire and return to

_____ by _____

For more information call _____ at _____

It is likely however, that more promotion will be needed. The implementing team may arrange and publicize in-building after school coffee meetings to describe the program, utilizing the services of an interested community business person, perhaps a member of the task force. A brief

presentation followed by questions is an effective procedure. Time should be provided after that for individuals to talk one-to-one with members of the team who can assist with specific suggestions about types of experiences available in the community and then application in the classroom.

A portion of an in-service workshop might be used for such a promotional meeting.

Business-Education Day (see Module 3, this booklet) is an excellent means of promoting this program.

Individual follow-up of interested persons may be necessary in order to move some interested staff people to action in some cases. Application blanks should be available at all promotional meetings. They may also accompany the initial memo announcing the program.

SCHOOL STAFF APPLICATION FORM

Name_____ Date_____ School_____

Types of career role exchanges of interest to me:
(Check those of most interest to you)

_____ Business Setting

_____ Community Agency

_____ Alternate School Setting

_____ Other

Possible Career Role _____
Possible Type of Business _____
Career Role _____
Type of Agency _____
Career Role _____
School or Setting _____
Career Role _____
Setting _____

Nature of exchange of interest to me:
(Rank those of interest, 1, 2, 3, etc.)

_____ A 1 Day Visit - observation experience

_____ A 2-5 Day Visit - observation experience in several settings

_____ A 2-5 Day Visit - observation with some opportunity to assist someone in another career role and some actual exchange of personnel explored

_____ A 5-20 Day Internship experience in a different career role

_____ Other:_____

Briefly explain your main goal in participating in this program:

_____

Incentives of most interest to me:

_____ Recertification Units

_____ College Credit

_____ Other: _____

Type of logistical arrangements of most interest to me: (Rank 1, 2, 3)

_____ I would be interested in "teaming" my classes with another teacher(s) (Indicate name of teacher(s) if possible_____
_____)

_____ I would be interested in "teaming" my classes with another teacher(s) and a community resource person

_____ I would be interested in a substitute teacher only

_____ I do not require a sub or other replacement because of the nature of my position

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The application blank is designed not only to focus the applicants' attention on the mechanics of the program, but to indicate the scope of the opportunities available in the community; the possibilities really are endless, limited only by the imagination of the applicant.

An effort is made on the application to encourage staff to consider the possibility of teaming their classes with another teacher in the same department. Normally substitute teachers are utilized to release the teacher of his/her responsibilities, but in an era of school budget belt tightening, an effort was made to see if the program could be self-sustaining. Teacher teaming was not successful in Roseville, but it might be workable in a different setting. Or other sites might develop different alternatives for class coverage for interning teachers.

In order to be able to offer in-district recertification credits as an incentive to participation in the program, prior approval must be received from district administration. It is recommended that the matter be discussed with the district administration charged with recertification credits. While it is to be expected that a ruling would have to be made on the merits of each application, the implementing team must know whether or not the district would consider it. The same is true of offering college credit through a specific college. A team representative should inquire about the possibility of making an internship or career exchange a part of an independent study project.

In order to insure that the Exchange/Internship Program is perceived by the business community as a two-way opportunity for sharing, it is recommended that they be informed about the program at or about the same time the school staff is. A memo or brochure describing the operational mechanics, objectives and their role is an excellent idea. Following is an

example of a memo and a brochure which have been used to inform business people and give them an opportunity to volunteer their services as liaison, host at a site or apply to be an intern or a member of an exchange team.

MEMO

TO: Community Groups

FROM: The Exchange/Internship Task Force

One aspect of career education is the building of bridges between the school and the community in order to better prepare students to live satisfying lives and to create greater understanding and cooperation between the community and the schools. One of the ways the federally funded Secondary Career Education Project of the Roseville Schools is trying to implement that bridge building, is by providing an opportunity for school staff and community members to visit and possibly trade career roles for varying periods of time.

You can have a role in this bridge building by participating in the Exchange/Internship Program, created by representatives of the Roseville Rotary, Chamber of Commerce, school staff, project staff and student body.

Briefly, the plan offers all junior and senior high school staff members an opportunity to write a proposal for an alternative career experience - in the business community, in another school setting or in a social or governmental agency. The period of time can vary from a one to five day visit-observation, to a ten to twenty day internship experience in which the applicant would actually take part in the work. Participants can request that college credits or district recertification credits be awarded for this experience; and sub time, if required, would be paid for by the Project. Community people can participate in the program by being interns in the schools in various career roles. The procedure is the same for community participants.

You can also participate by assisting in the following ways: 1) by finding business or community sites in which the applicants can carry out their career exchange and/or 2) by being a Community Liaison and working with one applicant in planning a "Learning Contract" which will specifically spell out the goals he/she wants to achieve and the manner in which the two of you feel it can best be accomplished. This role would involve an orientation session and one or two planning sessions between the two of you, plus a small group evaluation of the experience after the actual exchange or internship has taken place.

Please indicate your interest in taking part in this program on the following survey.

Name_____

Business Affiliation:

_____

Business Phone_____

I would be interested in (check those applicable)

_____ Acting as a Community Liaison

_____ Having an Intern or Observer come into my business or career setting

_____ Helping locate sites

_____ Helping locate community people who would work with school staff

_____ Developing an alternative career experience in a school setting for myself

_____ Visiting a school

EXCHANGE/INTERNSHIP PROGRAM - LINKING SCHOOL AND COMMUNITY

WHAT IS AN INTERNSHIP?

An internship is a one to three day opportunity to observe or participate in a different career role in either the community or in the schools.

WHAT IS AN EXCHANGE?

It's a two-way internship with the school person and the community person observing or participating in each other's career.

WHAT IS THE PURPOSE OF THE PROGRAM?

Increased understanding and communication between school and community is a primary outcome. Other payoffs for school staff are curriculum or program enrichment, personal knowledge of community resources, and accurate, up-to-date information on careers which can be passed along to students. For community participants the benefits can be the satisfaction of helping students' career development, and greater insights into education today and how schools handle management and training.

WHO CAN TAKE PART IN THIS PROGRAM?

Teachers, counselors, administrators, and other school staff, K-12, from the Mounds View and Roseville Area Schools and members of the north suburban community, including employees, employers, and parents.

WHAT ARE SOME EXAMPLES OF EXCHANGES AND INTERNSHIPS?

Two senior high English teachers observed a TV director, a radio station manager, and various personnel in a local firm that produces TV commercials and documentaries. From their experiences they revised a TV Production quarter course curriculum.

A senior high principal and the director of public relations for a large firm exchanged places for a day to compare management and personnel problems and solutions.

A junior high math teacher spent two days at a large computer manufacturing company observing math-related jobs in order to be able to answer students' questions about possible careers in math and the training needed.

A senior high industrial education teacher spent two days in a construction firm seeing "what it's really like." The manager of the company then spent two days in that teacher's class assisting with lessons on estimating.

HOW CAN YOU TAKE PART?

Fill out the interest form and send it to one of the people listed. You will be called and given details.

HERE'S WHAT PARTICIPANTS HAVE TO SAY ABOUT THEIR EXCHANGES OR INTERNSHIPS

"After my internship I can better share with my students the ways in which math is used in the business world and how math skills are necessary in so many jobs you don't ordinarily think of."
Junior high mathematics teacher, after one-day internships at three large firms.

"It was entirely worthwhile! I was surprised by the VIP treatment I received."
Senior high home economics teacher after one day in a large clothing manufacturing firm.

"I was impressed at the variety of science careers in the company I interned in, but even more interesting to me was discovering how necessary English skills are."
Junior high science teacher, after one day in a computer manufacturing company.

"Schools are really different today. I'd forgotten what junior highs are like."
Insurance company general agent, after one day of answering students' career questions in one teacher's math classes.

"Life away from school is something all teachers should experience, especially if they want to prepare their students for 'real life' when they leave school... It really has helped me make my classes more relevant."
Senior high English teacher, after working with the editor of an employee newspaper in a large insurance company.

INTEREST FORM

If you're a member of	HOUNDS VIEW SCHOOLS	ROSEVILLE SCHOOLS	THE NORTH SUBURBAN COMMUNITY
Return this form to	John Sadey Director of Vocational Education District Service Center 3959 North Hamline Ave. St. Paul, MN. 55112 636-6350	Vern Vick Coordinator of Occupation Education District Center 1251 West Co. Rd. B-2 Roseville, MN. 55113 633-6150	Dan Buchols Executive Officer North Suburban Chamber of Commerce 3151 North Hamline Avenue Roseville, MN. 55113 631-3205

YES, I am interested in finding out more about the Exchange/Internship Program. Please call me:

Date_____

_____at work (Phone_____ Best time to call_____)

_____at home (Phone_____ Best time to call_____)

Name_____

Address_____

Business/School and Position_____

The Exchange/Internship Program

participants are

NORTH SUBURBAN BUSINESS AND EDUCATIONAL COMMUNITY:

The North Suburban Chamber of Commerce

The Hounds View Area Schools

The Roseville Area Schools

and Numerous Other Area Business and Community Organizations

Locating the Site

From the application blank it will be possible to locate a site at which the internship or career role exchange can be carried out. In the Roseville model the staff facilitator or the executive vice president of the Chamber of Commerce has used the application blank to call possible sites until one is found that is willing to provide the intern with the experience he/she is seeking. (See Appendix for a discription of the various internships which have been carried out through the program.)

A special word of caution is appropriate at this point: In as much as a given school system may have several programs which depend on placing students or school staff in business settings (work programs, exchange/internship, Business-Education Day, student shadowing), it is well to give considerations to centralizing the placement efforts in the hands of one or two people. In this way one specific business will not be over-used and the callers can explain how the specific program fits into the entire school-community involvement effort.

After a site is found the recommended procedure is to give the liaison at the business site the name of the internship applicant and tell him/her that the intern will call in a day or two to make an appointment to further discuss the specific goals and objectives which are to be realized and to set up a date for the actual internship or exchange. At this meeting the intern and liaison may or may not begin work jointly on the learning contract.

The caller would also inform the applicant that a site and liaison have been found and that the liaison is expecting a call shortly.

An option that might be exercised at this point, especially if the program is being tried for the first time, is to schedule a meeting of several interns and liaisons and explain in greater detail the objectives and procedure. Following that brief explanation, provide time for questions from the floor and for an informal get acquainted coffee break. Work on learning contracts could then begin, with the teams arranging additional work sessions individually.

If this option is exercised the following memo can be sent to applicants both from the school and community sectors:

MEMO

TO: Applicants for the Exchange/Internship Program

FROM: The Exchange/Internship Task Force

DATE:

This is to acknowledge that your application for an alternative career experience has been received by this Task Force.

A member of the Task Force is currently in the process of locating a site for your internship or exchange and selecting a liaison to assist you in the writing of your learning contract.

An orientation meeting for applicants and liaisons has been set for

_____(date and time)_____ at _____(place)_____

At this time you will receive guidelines for your learning contract, learn of your internship site and meet your liaison if he or she has not contacted you previously.

Work on individual learning contracts can then begin. The learning contract is simply a statement of your objectives, the plan of operation or schedule of the internship or exchange and a plan for evaluation.

We hope that all learning contracts will be completed by _____ _____ and that the internships or exchanges can take place shortly thereafter. They must be completed by _____.

If there are any questions you want answered before that meeting, please contact _____.

The Learning Contract

It is recommended that the intern and the liaison work jointly on the learning contract; for in this way the liaison knows exactly what the intern is seeking and can determine how best to meet those needs in his/her work environment. An additional benefit of this joint planning is the intimate knowledge of the specific business that adds realism to the career role observation or exchange.

Following is a learning contract developed by the Roseville Exchange/ Internship Program Task Force.

LEARNING CONTRACT

Submitted by _____ Date Received _____

School _____

Department and Position _____

Nature of Career Exchange Experience: (50-100 word description)

Name of Community Liaison_____ Phone _____

Name of Company and Position _____

Number of Sub Days Requested _____ (If sub time not requested, please explain)

Dates Sub Requested For (or Professional Leave): _____

If College Credit is requested, what college: _____

Name and Phone Number of College Advisor: _____

Number of Credits Requested: _____

Approval of Advisor: _____

(Primary responsibility for obtaining signature is that of applicant; Project Staff will assist if requested)

If District Recertification Credits are requested, please check here: _____

Amount of Credit Granted by Administration (Board) _____

Approved by: _____

OBJECTIVES:

1) Please list first your objective related to student or school outcomes which relate directly to project objectives.

   Action Plan for Meeting Objective:

   Evaluation of Attainment:

2) Other Objectives: (Use other side of this sheet and/or additional paper)

My Final Evaluation or Project Report will take the form of:

____New Curriculum Unit on _____

(Explain):

____New School or District Program

(Explain):

____Refining of Curriculum Unit(s)

(Explain):

____New Insights or Background for _____

(Explain):

____Other

(Explain):

After completion, the learning contract is submitted to the task force for approval. In different locales, the approving body may be different, but it is necessary that someone connected with the career education program look over each application to see that it is related to career education goals and objectives and will, in some way, eventually be of benefit to students and their career development.

After the applicant has been notified that the proposed internship/exchange plan has been approved, he/she can submit a request for a substitute on the stipulated days and enjoy a change of career role in the community. (Building personnel will have to be instructed as to what "fund" the substitute pay will come from and handle the paper work in the prescribed manner.)

The procedure for a community person initiating an internship in the school would follow the same procedure as the school staff initiated community experience.

An actual career role "exchange" between a school staff member and a community person simply extends the procedure a step further, scheduling time for the community person to spend in school. More pre-planning may be needed in as much as his/her role (if doing more than observing) must be a part of the on-going student experience in the class. District policy toward non-certified staff must also be adhered to in each setting.

Projects and Evaluation

Each school staff participant is expected to turn in some product as a result of the community experience. The briefer internships would likely result in relatively small projects, in some cases perhaps only a journal of the day's or days' activities and insights gained.

Longer career role exchanges or internships should then produce more comprehensive projects which might include curriculum units, original or commercially produced materials related to a specific facet of career education (job descriptions, simulations, employment trends, training materials, etc.) which will be made available to students in a systematic fashion. Other projects might include plans for exposing students to the business community in a meaningful manner or ideas for using community people in the classroom. The range of possibilities is almost limitless.

Evaluation of the program should include both the intern and the liaison view point. Two sample evalution forms (one for the community person, one for the school staff) follow this section. They may be sent by mail to participants and returned in the same manner. (Evaluation is more completely described in Implementation Booklet #3 - Evaluation.)

Another evaluation tool which is well worth the time and effort it requires is a small group sharing-evaluation session involving school and community participants. The emphasis should be on the high-lights of each experience and how the program (procedure or content) could be improved in the future.

Results of the evaluation and summaries of the small group sessions should be made available to members of the task force or implementation team for their information and for possible program improvement.

Additional resources on school-community exchanges and internships can be found in the following resources:

A Model for Creating School-Community Exchange/Internship Programs, Roseville Area Schools. A how-to manual describing this same Roseville model, with some attention paid to the involvement of school and community in the creation process.

INTERNSHIP/EXCHANGE REACTION (School Staff)

1) How did you find out about the Internship/Exchange Program?

a._____ Memo sent to school staff b._____ Word of mouth c._____ Other

If other, please explain: _____

_____

2) Do you feel you met your stated objectives through this experience?

a._____ Yes b._____ Somewhat c._____ No

If no, please explain why not: _____

_____

_____

3) Did you have adequate time to accomplish your objectives?

a._____ Yes b._____ Too much time c._____ Not enough time

4) What was the most beneficial or enjoyable part of the program for you personally?

_____

_____

_____

_____

_____

5) If the program is continued next year, do you think community people should come into the school as interns in some capacity?

a._____ Yes b._____ No c._____ Not sure

6) Do you feel this experience will help the career development of your students?

a._____ No b._____ Yes

If yes, explain in what way: _____

_____

_____

7) What comments or suggestions would you offer to improve the program for next year?

_____

_____

_____

8) Would you recommend participation in the program to other staff members?

a._____ Yes b._____ No

_____

INTERNSHIP/EXCHANGE REACTION (Community Liaison)

1) How were you made aware of this program?

   a. ____ Notice to Rotary or Chamber

   b. ____ Phone call asking you to participate

   c. ____ Other _____

2) Did your participation live up to your expectations?

   a. ____ Yes b. _____ Pretty much c. _____ No

   If no, please explain why not: _____

   _____

3) Did you feel you were a part of the planning of the internship you were involved with?

   a. _____ Yes b. _____ Somewhat c. _____ No

4) Was the time allowed for the internship?

   a. _____ Too long b. _____ About right c. _____ Not long enough

5) If the program is continued next year, would you be interested in being an intern in the school system in some capacity?

   a. _____ Yes b. _____ No. c. _____ Not sure, would need more information

6) What comments or suggestions would you offer to improve the program for next year?

   _____

   _____

   _____

7) If this program is continued next year, would you participate again or recommend to other business people that they participate?

   a. _____ Yes b. _____ No

MODULE 3: BUSINESS-EDUCATION DAY AND EDUCATION-BUSINESS DAY

Overview

Two other programs adopted in the Roseville Area Schools which involve school-community interaction are Business-Education Day and Education-Business Day.

Business Education Day (or B-E Day) is the name given to an option extended as part of an all District inservice day on which teachers are given the opportunity to spend half a day in a business setting. Education-Business Day (E-B Day), as might be suspected, is the reverse of that procedure: business people are invited to spend half a day in a school, observing teachers, counselors and other school staff at work. A debriefing period is built into each program so that participants can share their observations and concerns, building closer school-community relationships and developing greater understanding of career roles.

Participation in such an optional program can be enhanced by giving district recertification credits or by tying it to local salary advancement programs. Ideally these programs would be instituted "across the board" and then participation, in manageable numbers of a targeted group; i.e., all elementary staff or all junior or senior high staff, would be a foregone conclusion. It is wise, however, when first implementing this program to focus on a smaller member of staff and business people in order to "try it out." Too great a number could cause logistical problems in finding sites and the resulting criticism could affect the program adversely the next time it is tried.

Business-Education Day

Roseville staff were informed of the Business Education Day option in a memo describing other inservice day options. For the sake of conciseness these memos and those that follow have been adapted to apply only to the implementation of a B-E or E-B Day program.

The following memo can serve as an example:

MEMO

TO: All Secondary Staff

FROM: Dr. R. J. Rehwaldt, Director of Secondary Education

DATE: September 10

In cooperation with the North Suburban Chamber of Commerce and the Secondary Career Education Project, the Roseville Area Schools are offering all junior high staff the opportunity of spending a half day of observing alternative career roles in an area business setting.

Plans have been made with area businesses to let you spend the morning of October 15 observing and talking with employers in a variety of career roles. The primary purpose of this inservice program is to give you a better understanding of the area business community and to discover ways you might use community resources in your classroom or student-related job.

In order to expedite placement of staff in community businesses, we have listed below the U.S.O.E. occupations clusters with a space by each category for you to indicate a specific career role (or number of jobs) that you would like to observe. Please indicate one or two jobs in two or three career clusters that you would like to observe. In order to make this a meaningful inservice experience, we ask that you relate this community experience to the career development of the students you deal with. Space is left in each cluster for you to note your objectives for observing. This will also help us place you in a meaningful business setting.

Please return your questionnaire to my office at the District Center by September 20. You will be notified by October 5 which career role you will be observing and at which company.

Thank you for your prompt response.

Cluster	Occupation	Objective
1. Communication and Media		
2. Hospitality and Recreation		
3. Manufacturing		
4. Marketing and Distribution		
5. Health		
6. Public Service		
7. Environment		
8. Agri-business and Natural Resources		
9. Business and Office		
10. Marine Science		
11. Personal Services		
12. Construction		
13. Transportation		
14. Consumer and Homemaking Education		
15. Fine Arts and Humanities		

Following the deadlines delineated in the memo, the persons charged with finding sites would have ten working days to locate the visitation sites. These sites logically would be found by a designated representative of the career education implementation team or member of the local sponsoring business organization.

Keeping in mind that the event should not become just a tour of the industry, business people must be informed of the objectives of the program. Therefore, a memo should be sent to businesses seeking volunteers and explaining the objectives of the program. Following is an example:

MEMO

TO: Area Businesses

FROM: Chamber of Commerce

SUBJECT: Business-Education Day

In cooperation with the Roseville Area Schools and the school's federally funded Career Education Project, we are sponsoring Business-Education Day, an opportunity for school staff to observe various career roles in area businesses.

School staff will indicate one or two careers they would like to observe in one or two career clusters. (These career clusters are flexible groupings of careers organized by the U.S. Office of Education and are used here to make placement easier.)

If you are interested in having one or more school staff members visit your business, please indicate on this questionnaire the career roles available for observation in your firm. Please return to the North Suburban Chamber of Commerce, 2151 North Hamline Avenue, Roseville, Minnesota 55113.

Thank you for your prompt response and we will let you know as soon as possible the names of school staff we will place at your business and the jobs they will be observing.

Cluster	Job(s) School Staff Could Observe in My Business
1. Communication and Media	
2. Hospitality and Recreation	
3. Manufacturing	
4. Marketing and Distribution	
5. Health	
6. Public Service	
7. Environment	
8. Agri-business and Natural Resources	
9. Business and Office	

Cluster	Job(s) School Staff Could Observe in My Business
10. Marine Science	
11. Personal Services	
12. Construction	
13. Transportation	
14. Consumer and Homemaking Education	
15. Fine Arts and Humanities	

In such a program, one-on-one placement is ideal, but admittedly difficult if not impossible to realize when response is unknown. Consequently the number of persons observing a single role should be kept as low as possible; i.e., no more than six observers per job, fewer if possible. Judgement will have to be exercised by the person(s) doing the placement as to when it is appropriate to compromise on placement to achieve the best site possible for a request.

A schedule for the day should include an orientation session at which school staff visitor and business host can meet and jointly review the program objectives and discuss the day's agenda. In Roseville this was facilitated by assigning each business a meeting area in a gymnasium, consisting of a group of chairs and a banner, and sending the following memo to staff ten days before the visitation date:

MEMO

October 5

TO: Secondary Staff

FROM: Dr. R. J. Rehwaldt, Director of Secondary Education

SUBJECT: Business-Education Day

Plans for B-E Day have now been finalized. You will be observing the career role of _____ at the _____ company.

The day's company agenda is as follows:

8:30 a.m.	Meet in the Kellogg Gym
8:45 a.m.	Orientation conducted by the Career Education Staff
9:00 a.m.	Leave for visitation
12:00 - 1:00 p.m.	Lunch - School staff will be guest of businesses for lunch
1:30 - 2:30 p.m.	Small group de-briefing, evaluation sessions in the Kellogg Gym for school staff and business hosts

Minor revisions would make the preceeding memo appropriate for business participants. So that business hosts will be prepared for the type of questions school staff may ask, all participants should receive the following worker questionnaires and evaluation forms:

QUESTIONS OF WORKERS

1) What do you like about this work setting?

2) What is satisfying about your job? What about the job is stressful? Dissatisfying?

3) What kind of life style is associated with this job? (overtime, evening work, time for leisure, travel, set hours, own boss, etc.)

4) Based on your experience, what information or advice would you give to someone who is still in high school?

5) What kinds of affiliations do you have in connection with this job?

6) To what extent is this kind of work the kind of thing you really like to do?

7) Do you see this work as a lifelong one or as a stepping stone to some other job or occupation? What are the opportunities for advancement on this job or in this company?

8) To what extent does this occupation provide the economic resources for you to live the kind of life you like to live?

9) Did you plan for this kind of work or did you get it by chance?

10) From whom did you get help in planning or preparing for this field?

11) If you were to start over, would you choose the same kind of work? If not, what kind of work would you most like to do?

12) How interesting was school to you? What were high and low interest areas?

REPORT OF VISIT TO A BUSINESS OR AN INDUSTRY

The following questions are intended to serve as a guide for a visit to a business or an industry in which you focus on some of the "psycho-social" aspects of work. By this we mean that we want you to look at the psychological impact of the work organization on the worker, at the workers themselves, and their feelings about their jobs rather than at the product. Write up your observations of and reactions to the business or industry, using the questions merely as a frame of reference.

ABOUT THE ORGANIZATION

1) What is the main function of the business or industry?

2) What is the general staff organization?

3) How many levels and what kinds of jobs are represented?

4) How many employees in the organization? How many males, females, minorities? What is the company doing to achieve equal opportunity for minorities and women?

5) What kinds of training are required for the jobs represented?

6) What are some of the main concerns of management? (productivity, equal employment, absenteeism, turnover, etc.)

7) How democratic or authoritarian is the organization? To what extent are workers at all levels involved in decision-making?

8) Is the plant unionized? What impact does the union have?

9) What are the communication patterns? What does morale appear to be like in the company?

10) What kinds of "job enrichment" programs have been developed, if any?

11) What are the employer expectation of schools?

12) What might the schools expect of this organization?

13) What implications do you see for your curriculum as a result of this visit?

Contact Person for Arrangements:

_____ _____

Name

Phone No. _____

EVALUATION OF COMMUNITY VISITATION

_____ _____

Name of Company or Site **Date and Time of Visit**

1) **In what ways did you benefit from this visit?**

2) **What were the high points of this visit?**

3) **Were any problems involved in conducting this visit? What?**

4) **Would you recommend this visit for others?** **Yes** _____ **No** _____

5) **How could this visitation site be used for the following:**

Check all that apply:	Visitation	In Class Presentation	Other
Elementary Students	_____	_____	_____
Junior High Students	_____	_____	_____
Senior High Students	_____	_____	_____
Teachers	_____	_____	_____
Counselors	_____	_____	_____
Librarians	_____	_____	_____
Administrators	_____	_____	_____
Others	_____	_____	_____

6) **Comments:**

Please return to Room 600 to assist us with the Community Directory

At the de-briefing session, participants take part in small group discussions based on the questionnaires and evaluation form. A presentation promoting the Exchange/Internship Program can also be made. (So positive was the response in Roseville that it was decided that this inservice would be an ideal annual promotional kick-off for the Exchange/Internship Program.)

Education-Business Day

Education-Business Day in the Roseville Area Schools was a response to a demand from the business community. Business people wanted an opportunity to exchange places with school staff for half a day. The program which follows was designated by a task force to meet the needs of community interest.

The following memos were sent to community people who had expressed interest in returning the visit made by school staff members and to school staff who participated in B-E Day:

MEMO

TO: To All Staff

FROM: Jerry Summers, Principal, Fairview Junior High

Several teachers and Roseville area business people who were involved in the October 15th In-service Business Education Day, have suggested a follow-up program to encourage business people to come into the school.

Arrangements are now being made for representatives of the 26 host businesses to visit one of the three junior high schools for two or three hours on May 22nd. Each junior high will host approximately ten business people.

Agenda

11:00 a.m.	Orientation
11:15 - 11:35 a.m.	Visit a class
11:40 - 12:10 p.m.	Lunch in the Faculty Cafeteria
12:15 - 12:45 p.m.	Visit a class
12:50 - 1:40 p.m.	Informal teacher-business person discussion
1:45 - 2:40 p.m.	Business person's tour of the building (optional)

The purpose of this pilot "Education-Business Day" is to increase communication and understanding between school and community.

We are encouraging interested teachers to become involved either in hosting a business person (or two) in your classroom for the first half of period 5 or the first 25 minutes of period 6; and/or in spending part of period 6 in informal discussions with the visitors. Please indicate your interest in either or both of these activities by _____.

Special Note: If you took part in the Business Education Day on February 28th, please let me know as soon as possible if you would be interested in hosting the business person who was your host that day.

MEMO

TO: Community Participants in Business Education Day

FROM: Don Bucholz, North Suburban Chamber of Commerce

SUBJECT: Education-Business Day

In response to the interest voiced to me by business people, an opportunity to reciprocate the visits to your business by school staff has been arranged for May 22.

Based on an interest survey taken in the junior high schools, you have been assigned the following schedule:

11:00 a.m.	Meet in the Principal's Office at _____ School for orientation
11:15 a.m.	Student Guide will meet you and escort you to 1st class observation (25 minutes)
11:40 a.m.	Student will escort you to Faculty dining room to meet other group members for lunch
12:15 p.m.	Student guide will meet you and lead you to second class observation
12:50 p.m.	Student will take you to the Media Center for debriefing session
1:45 p.m.	A tour of the facility has been arranged for those who can stay.

If you have any questions about the day, please call me at 631-2205.

Efforts were made to match a business visitor to a class he/she would, because of job, be expected to find interesting. In most cases, teachers who expressed interest in having visitors had between two and four visitors.

Evaluation instruments such as the following might be filled out on the spot or mailed to participants at a later date.

MEMO

TO: Participants in Education-Business Day

FROM: Roseville Schools and North Suburban Chamber of Commerce

DATE: June 4, 1977

Thank you for participating in Education-Business Day, Wednesday, May 22nd. In order to improve the program, should it be repeated next year, we would appreciate your reactions to the following items:

Nature of Participation:

_____ Business Person

_____ Teacher-host of business person in class

_____ Teacher/Counselor other involved in discussion

_____ Teacher involved in both

_____ Administrator

_____ Other

Why did you participate in Education-Business Day? (Check all that apply to you.)

_____ To help create better understanding between community and school

_____ To learn about the various jobs that exist in a school setting

_____ To see what schools are like today

_____ To see what schools are doing to help students' career development

_____ Other (Please explain)

Do you feel the time spent in the school was:

_____ Too Short _____ About Right _____ Too Long

What other activities do you feel could have been included that weren't?

How could the day have been improved?

What was the best part of the day for you?

Would you recommend offering this same opportunity for community-school interaction next year? _____ Yes _____ No Please list comments on back of sheet.

PLEASE RETURN TO: Secondary Career Education Project
Old Little Canada School
433 East Little Canada Road
St. Paul, Minnesota 55117

MODULE 4: SCHOOL COMMUNITY RESOURCE DIRECTORY

Overview

A School-Community Resource Directory is probably the first thought when a school system contemplates greater community involvement. Consequently many schools already have resource directories.

The Roseville Area Schools first collected a list of community residents willing to act as career resource speakers or field trip hosts in the early 1970's. It was a lengthy spiral-bound catalogue arrangements of speakers listed alphabetically under U.S.O.E. cluster headings with no means of revising it short of throwing it out and beginning again.

The new Roseville Area School-Community Resource Directory was designed by a Task Force created by the Career Education Project Advisory Committee, specifically to overcome the problem caused by the need for constant revision and up-dating. The new file card format also provides a solution to the problem of insuring that speakers listed in the Directory are of excellent quality by including space for current teacher-student evaluation of the presentation.

In order to make the Directory in each building attractive for staff use, it is designed to be operated by one person, in this case the career learning specialist, as a service for teachers. The teacher has only to tell the specialist what it is he/she wants and the specialist will locate the speaker or field trip site, make the arrangements for time and place, send a letter of confirmation, suggest speaker/tour guidelines, provide evaluation forms and even meet the speaker prior to the scheduled appearance and bring him/her to the classroom.

A monthly system of up-dating, evaluating and enlarging is built into the Directory and is described later in this module.

Promotion

As with all innovations in education, awareness of the Directory and the services that it offers must precede usage. Memos, P.A. announcement, a coffee hour in the area where it is located, are all avenues to increase usage. The best endorsement, however, is word of mouth from a satisfied user. The enthusiastic response of students reported by a teacher to other teachers will do more than anything else to spread the word that there's a new Resource Directory available which is current and contains only good speakers/sites and is easy to use.

The School Community Resource Directory

This Resource Directory is divided into three main areas or categories:

1. Career Speakers
2. Field Trip Sites
3. Career Development Speakers

Career Development topics include such fields as leisure time activities, post high school training, personal development, futures, etc.

Major divisions in the Directory file clearly separate the three main categories; in addition, each individual index card is color-coded to indicate which of the categories it fits under, since the resource person or field trip site may fit into more than one category. The card also bears the same Roman numeral as the cluster (5) in which it belongs (see pages 52 to 55) so it can easily be refiled.

Speaker in Class	Interview Subject	X (Yellow) Field Trip Site	Other	Video Tape

ROSEVILLE COMMUNITY RESOURCE DIRECTORY

Cluster (I - XV)

Type of Business: _____ Person to Contact: _____

Firm: _____ Position: _____

Address: _____ Phone: _____

Description of facility offered:

Dates Used:

_____

_____ Teacher Reaction:

No. of students at one time: _____

Hours: _____ Student Reaction:

Amount of Notification Needed: _____

Able to Interview Employees: _____

Other Information: _____

X (Orange) Speaker in Class	X (Blue) Interview Subject	Field Trip Site	Other	Video Tape

ROSEVILLE COMMUNITY RESOURCE DIRECTORY

Cluster (I-XV)

Career role, topic or field of expertise:

_____ Name: _____

Description of Presentation: _____ Company: _____

_____ Type of Company: _____

_____ Position: _____

Preferred time of day or week to Business Phone: _____

speak: _____ Amount of Advance Notice Requested:

Grade Level Preference: _____ _____

Special Equipment Needs: _____

Dates Used: _____

Staff Reaction: Student Reaction:

I. Directory Organization Format:

1) Career Speakers (First major file division, color coded orange)

For simplicity of use, this Directory is organized around the United States Office of Education Cluster System. (The Cluster System is fully outlined on pages 52-55.

When a speaker on a specific career is requested by a teacher, turn to the Cluster description (pages 52 - 55) and determine in which cluster you would expect to find the occupation. Look through the occupations listed under that cluster until you find the one you want and note the number; then go to the file, find the same cluster and the corresponding number.

If there's more than one speaker listed for that occupation, check the information on the card to see which one is most suited to the request. Call the speaker and make arrangements for him/her to come to school. This telephone conversation should be followed up by a letter of confirmation, including a "Suggested Guide for Career Speakers." (See II. - Procedure for Usage, items 1-6.)

2) Field Trip Sites (Second major file division, color coded yellow)

This category also uses the cluster classification system and should be used in the same manner as when looking for a career speaker. For example, if a teacher wants to take a science class on a field trip to observe how pollution is discovered in the metropolitan area, one would look under the proper cluster, which would be "Environment," and there find possible sites filed alphabetically.

3) Career Development Speakers (Third major file division, color coded blue)

Because of the broad definition of "career" used in the Roseville Area Schools, career development speakers include speakers on leisure time activities such as hobbies, volunteerism, clubs and organizations. Post high school training representatives and armed services representatives would also be included in this category, as would speakers on such topics as lifestyles and futures. Divisions in this third category of Career Development Speakers will be indicated by dividers and subclassified alphabetically within that category, with more dividers added as needed.

II. Procedure for Usage

1) Requests for speaker of field trip sites will be directed to the career resource specialist (or to the person responsible for its operation in each school) on a written form giving all pertinent information. See Appendix page 56 for sample form. Concentrated efforts should be made by all Directory users to allow two weeks advance notice to arrange for speakers and field trip sites.

2) The career resource specialist will then locate a speaker in the Community Resource Directory File and call that person to make arrangements. If no speaker or site is found in the File, a further search will be made and that resource speaker or site will be added to the Directory if a favorable evaluation is received from the teacher and students. (Sources to use if the Directory does not have the speaker include the telephone book yellow pages, area chamber of commerce, colleges and universities, local school staff, local and state governmental agencies, etc.)

3) A letter of confirmation will be sent to the speaker (or person making his/her business available as a field trip site) after the telephone conversation. In addition, a "Suggested Guide for Community Resource Speaker" should be included if appropriate. Both forms can be found in the Appendix.

4) On the day of the speaker's appearance at school, the career resource specialist (or someone assigned by him/her) should meet the speaker at a pre-arranged time and place and take speaker to the classroom and introduce him/her to the teacher.

5) Evaluation forms (See Appendix, pages 60, 61, 62) should be given to the teacher prior to the speaker's appearance. When the speaker leaves,

he/she should be given Evaluation Form 1 (Evaluation Form 2 if it was a field trip) and requested to fill in the evaluation and mail it to the Director of Occupational Education, Roseville Area Schools. The teacher should also fill out an evaluation form (Evaluation Form 3), including student reaction. This should be given to the career resource specialist.

6) The career resource specialist will then note on his/her own Community Resource Directory File the date the resource was used and the teacher-student reaction.

III. Procedure for Continuously Up-Dating the Community Resource Directory

On a monthly basis, more often if need be, the career resource specialists will forward to the Occupational Education Office the names of all career or career development speakers used during the month. Also included will be the date(s) used, the teacher-student reaction and any feedback received from the speaker himself/herself. This information will be tabulated and cards made for each center, replicating all the information on the card sent by the specialist at whose school the speaker appeared. The office will then route the cards to the centers so that each school will be aware of which speakers have been used and how well they were received by teachers and students. (Sample card format, pages 46 and 47.)

An effort will be made not to over-use the best speakers and to avoid using speakers who do not prove appropriate for a certain grade level or subject. Video-taping will be done on a selective basis to avoid over-using good presentations. If a video-tape has been made of a speaker, it will be noted on the 5" x 9" index card in the Directory File. These video-tapes will be filed in the Career Education Project Office.

IV. Field Trips

If the request received by the career resource specialist was for a field trip, he/she will also send out a letter of confirmation and notify the teacher of the confirmation after the initial telephone call. The teacher will then make all arrangements for permission, transportation, etc. Evaluation Form will be sent to the site to be filled out after the visit and one will also be filled out by the teacher (Evaluation Form 3), recorded in the Directory File and coordinated by the project staff in the same manner as speaker evaluations.

V. Speaker Preparation

In order that the community-school experience should be a positive experience for both the community resource person and the student, several suggestions are included here as well as on the "Suggested Guide for Resource Speakers."

1) Provide complete information about what is expected of the speaker.

A. What topic is he/she expected to speak on? How does this fit in with what the class is studying now?

B. What grade level is requesting the presentation?

C. How much time is allotted for the presentation?

D. Will the audience be one class or several?

E. Is there a specific type of presentation wanted; i.e., lecture, question/answer session, discussion following a film, etc.

2) It is also suggested that someone meet the speaker and take him/her to the classroom and introduce him/her to the teacher.

APPENDIX

Cluster System 52

Request for Community Resource 56

Confirmation of Services Request 57

Suggested Guide for Career Speakers 58

Evaluation Form 1 60
Evaluation of Audience by Resource Speaker

Evaluation Form 2 61
Evaluation of Audience by Field Trip Host

Evaluation Form 3 62
Evaluation of Presentation or Field Trip by Teacher and Students

APPENDIX I - U.S. OFFICE OF EDUCATION CLUSTER SYSTEM

I. AGRI-BUSINESS AND NATURAL RESOURCES

1. Agricultural Engineer
2. Agriculture Extension Agent
3. Agronomist
4. Cattleman
5. County Agriculture Agent
6. Crop and Soil Scientist
7. Dairy Technologist
8. Engineer - Mining
9. Engineer - Petroleum
10. Farm Equipment Mechanic
11. Farmer
12. Fisher
13. Florist
14. Forestry Technician
15. Gardener and Grounds Keeper
16. Geologist
17. Horticulturist
18. Landscape Architect
19. Logger
20. Manager - Wildlife
21. Miner

II. BUSINESS AND OFFICE

1. Accountant
2. Actuary
3. Adjuster
4. Advertising Account Executive
5. Advertising - Copywriter
6. Appraiser - Real Estate
7. Bookkeeper
8. Clerk - Bank
9. Clerk - Correspondent
10. Clerk - File
11. Credit Collector
12. Data Processing Operator
13. Dry Cleaner Worker
14. Insurance Agent
15. Interviewer
16. Key Punch Operator
17. Laundry Worker
18. Lawyer
19. Machine Operator - Office
20. Manager - Office
21. Messenger
22. Personnel Worker
23. Programmer
24. Receptionist and Switchboard Operator
25. Secretary
26. Shorthand Reporter
27. Small Business Owner
28. Statistician
29. Stenographer
30. Typist
31. Other_____

III. COMMUNICATIONS AND MEDIA

1. Announcer T.V. - Radio
2. Broadcasting Technician
3. Cartoonist
4. Commercial Artist
5. Compositor
6. Copywriter
7. Display Worker
8. Editor
9. Electrotyper and Stereotyper
10. Interpreter, Translator
11. Librarian - Tape
12. Lineman - Operator
13. Lineman - Installer
14. Lithographer
15. Messenger
16. Photo Engraver
17. Photographer
18. Printing Press Operator
19. Proofreader
20. Radio-T.V. Time Salesperson
21. Reporter
22. Technical Writer
23. Teletypist

IV. CONSTRUCTION AND REPAIR

1. Air Conditioner Technician
2. Airline Mechanic
3. Architect
4. Auto Body Repair
5. Auto Mechanic
6. Bricklayer
7. Building Contractor
8. Carpenter
9. Cement Mason
10. Civil Engineer
11. Diesel Mechanic
12. Electrician
13. Elevator Construction
14. Floor Covering Installer
15. Glazier
16. Heating Technician

IV. CONSTRUCTION AND REPAIR (cont)

17. Home Appliance Serviceperson
18. Installer - Telephone
19. Instrument Repairperson
20. Insulation Worker
21. Custodian
22. Laborer
23. Landscaper
24. Lather
25. Machine Operator
26. Maintenance Mechanic
27. Tile Worker
28. Mason - Cement
29. Millwright
30. Office Machine Serviceperson
31. Paper Hanger and Painter
32. Plasterer
33. Plumber and Pipefitter
34. Power Truck Operator
35. Radio T.V. Serviceperson
36. Repairman - Instrument
37. Roofer

V. CONSUMER, FOODS AND HOMEMAKER

1. Bus Person
2. Chef
3. Cook
4. Designer - Interior
5. Dressmaker
6. Home Economist
7. Manager - Restaurant
8. Meat Cutter
9. Model
10. Tailor
11. Technologist - Food
12. Waiter and Waitress

VI. ENVIRONMENT

1. Conservation Officer
2. Engineer - Nuclear
3. Ranger - Manager
4. Water Management Tech.
5. Wildlife Manager
6. Wildlife Worker

VII. FINE ARTS AND HUMANITIES

1. Actors and Actresses
2. Composer
3. Dancer
4. Designer - Fashion
5. Designer - Scene
6. Film Editor
7. Free Lance Writer
8. Musician
9. Manager - Theatre
10. Motion Picture Specialist
11. Script Writer
12. Singer

VIII. HEALTH

1. Administrator - Hospital
2. Anaesthetist
3. Chiropractor
4. Dental Assistant
5. Dental Hygienist
6. Dental Lab Technician
7. Dentist
8. Doctor - Medical
9. Dietitian
10. Engineer - Sanitary
11. Hospital Attendant
12. Inhalation Therapist
13. Librarian - Medical Records
14. Mechanics - Optical
15. Medical Secretary
16. Medical Lab Ass't.
17. Medical Lab Technologist
18. Microbiologist
19. Nurse - Practical
20. Nurse - Public Health
21. Nurse - Registered
22. Nursing Aides
23. Occupational Therapist
24. Optometrist
25. Osteopath
26. Orthodontist
27. Pest Control Officer
28. Pharmacist
29. Psychiatrist
30. Podiatrist
31. Prothetist
32. Psychologist
33. Radiologic Technologist and X-Ray Technician
34. Sociologist
35. Speech-Hearing Therapist
36. Therapist, Physical
37. Veterinarian

IX. HOSPITALITY AND RECREATION

1. Athlete - Professional
2. Bell Hop
3. Bowling Machine Mechanic
4. Hotel Clerk
5. Hotel Manager
6. Recreation Worker

X. MANUFACTURING

1. Aero Engineer
2. Air Conditioning and Refrigeration Engineer
3. Assemblers
4. Bindery Worker
5. Boiler Maker
6. Ceramic Engineer
7. Chemical Technician
8. Designer - Industrial
9. Die Maker
10. Draftsperson
11. Electrical Engineer
12. Electonics Industrial Worker
13. Electroplater
14. Engineer - Industrial
15. Engineer - Mechanical
16. Engineer - Metallurgical
17. Engineer - Safety
18. Engineer - Systems
19. Factory Inspector
20. Hygienist, Industrial
21. Industry and Labor Workers
22. Instrument Makers
23. Layout Person
24. Machine Operator - Tool
25. Machinist
26. Manager Industrial Traffic
27. Metallurgist
28. Model Maker
29. Painter
30. Pattern Maker
31. Set Up Person
32. Machine Operator - Sewing
33. Systems Analyst
34. Technician - Physics
35. Tool and Die Maker
36. Welder

XI. MARINE SCIENCE

1. Diver
2. Fisher
3. Marina Worker
4. Marchant Sailor
5. Oceanographer

XII. MARKETING AND DISTRIBUTION

1. Auto Salesperson
2. Auto Vending
3. Bakery Worker
4. Butcher
5. Cashier
6. Clerk - Stock
7. Delivery Route Salesperson
8. Demonstrator
9. Druggist
10. Jeweler
11. Manufacturers Salesperson
12. Marketing Research
13. Purchasing Agent
14. Real Estate Agent
15. Receiving Clerk
16. Retail Store Sales
17. Routeperson
18. Salesperson, Securities
19. Salesperson, House to House
20. Wholesale Sales

XIII. PERSONAL SERVICES

1. Barber
2. Beauty Operator
3. Cosmetologist
4. Domestic Service Worker
5. Household Worker
6. Housekeeper, Homemaker

XIV. PUBLIC SERVICES AND RELATED PROFESSIONALS

1. Anthropologist
2. Armed Forces
3. Astronomer
4. Athletic Coach
5. Bank Officer
6. Bio-Chemist
7. City Manager
8. City Planner

XIV. PUBLIC SERVICES AND RELATED PROFESSIONALS (cont)

9. Clergy
10. College, Placement Officer
11. Counselor, Vocational
12. Court Reporter
13. Customs Inspector
14. Detective
15. Economist
16. Elem. School Teacher
17. Engineer - Stationary
18. Elected Official
19. FBI Agent
20. Federal Government Inspector and Examiner
21. Fire Fighter
22. Geographer
23. Guard and Watchperson
24. Guidance Counselor
25. Historian
26. Internal Revenue
27. Librarian - Public and School
28. Mail Carrier
29. Meteorologist
30. Mortician
31. Parole Officer
32. Physicist
33. Policeman and Policewoman
34. Political Scientist
35. Probation Officer
36. Public Relations Worker
37. Secondary School Teacher
38. Service Representative for Public Utilities
39. School Administration
40. Social Worker
41. Watchperson
42. Zoologist

XV. TRANSPORTATION

1. Airline Agents and Clerks
2. Airline Pilot and Co-Pilot
3. Airline Radio Operator and Dispatcher
4. Airline Stewardess/Steward
5. Auto Parts Manager
6. Auto Service Advisor
7. Bus Driver
8. Driver Instructor
9. Engineer - Traffic
10. Flight Engineer
11. Stevedore
12. Parking Attendant
13. Radio Operator
14. Railroad Braker and Conductor
15. Service Station Attendant
16. Stevedore
17. Taxicab Driver
18. Traffic Controller, Air
19. Travel Agent
20. Truck Driver
21. Other_____

APPENDIX II - REQUEST FOR COMMUNITY RESOURCE

Date _____

School _____

Address _____

Name of Staff Requesting Service _____

Title _____

Phone No. _____

Size of Group _____ Grade Level & Subject Area _____

Description of Services Requested:

_____

_____

_____

_____

_____

Date Speaker Needed _____ Time _____

Place - Specify room number, auditorium, etc.

_____

If request is for a field trip, specify what you want to see:

_____

_____

PLEASE SUBMIT REQUESTS TO CAREER RESOURCE SPECIALIST TWO WEEKS IN ADVANCE

APPENDIX III - CONFIRMATION OF SERVICES REQUEST

Date _____

(Mr./Mrs.)

(Business Address)

Dear _____,

Thank you for agreeing to speak to the _____(grade and subject)_____ class on _____(day and month)_____ at _____ a.m./p.m. in Room____, _____ _____ School, address: _____.

This class is particularly interested in hearing you speak about _____.

There will be approximately _____ minutes available to you.

If you will please report to Room _____ about _____ minutes before the class is scheduled to begin, a member of the career education staff will take you to the class and introduce you to the teacher.

If you have any questions, please feel free to contact _____ at _____. A "Suggested Guide for Career Speakers" has been included for your convenience.

Thank you.

Sincerely,

APPENDIX IV - SUGGESTED GUIDE FOR CAREER SPEAKERS

The following suggestions are included here only as a guide or a starting point to stimulate your own ideas:

I. General Suggestions:

A. Plan an interesting, attention-getting beginning. You might ask a question (How many of you know...?), site a startling statistic (In 1976 more money was spent on ...), or tell a relevant joke or humorous incident (bearing in mind that junior high students' senses of humor may be very different from yours!).

B. Use visual aids where applicable - posters, graphs, slides, movies, etc. They add interest and keep attention focused on the topic.

C. Remember the age level of the students you will be talking to. Seventh graders have shorter attention spans and more limited vocabularies than either ninth or twelfth graders. Most students are not accustomed to listening to one speaker for long stretches of time.

D. Please arrive promptly; if for any reason you find you'll be late or unable to appear that day, please let the teacher know as soon as possible.

E. If you have doubts about the suitability or interest of the materials you've been asked to present, double check with the teacher; or you may even want to ask the students what they want to know about your career or the presentation topic.

II. Suggestions for Career or Career Development Presentations:

Once again, this is not meant to be a speech outline, but might act as a guide to stimulate your thinking about what the students want to know about your job or interest.

A. Description of Career

1) Nature of the work

2) What a typical day is like

3) A description of the work setting

4) Present outlook - supply and demand

5) Attractive and undesirable features of occupation

B. Rewards of the Career

1) Financial - pay scale, manner of payment (commission, etc.), fringe benefits.

2) Personal - service to others, prestige, self-expression, etc.

3) Advancement

4) Security

C. Requirements of the Career

1) Education and training - amount, nature, time, expense

2) Interests needed

3) Developed skills needed

4) Helpful background experiences - school activities, hobbies, other non-paid experiences

D. How to get Started in the Career

1) First steps in high school - classes, activities, etc.

2) Where to apply, etc.

E. Question and Answer Period if appropriate

APPENDIX V - EVALUATION OF AUDIENCE BY RESOURCE SPEAKER

Name_____ Date of Visit_____

Firm _____

Resource Topic _____

School _____ Grade/Class_____ Teacher(s)_____

1) Was the visitation to this classroom (or school) a pleasant visit for you?

2) Did you feel that your audience was attentive and courteous?

3) Do you know of any additional materials (or activities) that would be of benefit to the youngsters you met?

4) Were you provided adequate information (age, grade level, current classroom interests, etc.) concerning the group to which you spoke?

5) If not, what could we do to make any future visits by you (or other speakers) more pleasant and effective?

6) In light of this experience, would you consider agreeing to make your presentation to another school group in the future?

7) Were the students' questions pertinent to your presentation?

8) Was audio visual or other equipment you requested available and in good working order?

9) How important do you feel career education is to the educational system? (COMMENT:)

APPENDIX VI - EVALUATION OF AUDIENCE BY FIELD TRIP HOST

Name_____ Date of Visit _____

Firm_____

Products or Service offered _____

School _____ Grade/Class _____ Teacher(s)_____

1) Was the group visitation a pleasant experience for you?

2) Did you feel that your audience was attentive and courteous?

3) Were you provided adequate information (age, grade level, current classroom interests, etc.) concerning the group to which you hosted?

4) If not, what could we do to make any future visits more pleasant and effective?

5) In light of this experience, would you consider agreeing to invite other groups in the future?

6) How important do you feel career education is to the educational system? (COMMENT:)

APPENDIX VII - EVALUATION OF PRESENTATION OR FIELD TRIP

Date_____ Types of Resources used _____

Name of Teacher _____

School _____

Name of Business and/or Representative:

_____

Number of students _____ Subject Area _____

Grade Level _____

Critique of presentation, field trip or other materials utilized:

_____

_____

Problems encountered:

_____

_____

Suggestions for improvement or future usage:

_____

_____

_____

Class Response:

_____

_____

_____

Check where applicable:

Do you recommend that this resource be used again? _____ Yes _____ No

Do you recommend that this resource be video-taped? _____ Yes _____ No

MODULE V: CAREER ROLE OBSERVATION/STUDENT SHADOWING

Overview

Student shadowing, ideally, is part of a sequence of increasingly realistic experiences starting in elementary school with speakers and field trips, and continuing with small group and individual observations through junior and senior high school.

The intent of such observations is to increase the awareness of career and lifestyle options. Broadening choices instead of narrowing them, is important. Providing a more realistic foundation for tentative choices is a goal. Observations of both paid career roles and non-paid career roles, such as volunteer experiences, are important to the career planning process. Career role observation should focus on individual people, their satisfactions and dissatisfactions.

The following teacher and student materials were developed and field tested by a Roseville teacher, Mary Jo Benson, for use in a 12th grade alternative English class. It utilizes community involvement by: 1) placing students in a community setting and by 2) relying on a community organization (in this case the Chamber of Commerce) to find those community business sites.

In order to insure that each student's shadowing experience will meet the goals he/she has established, it is important that the community persons understand the objectives of the program. It is not meant to be a tour of an industry, but an opportunity for the student to observe for a day or half a day a person doing a job that the student is considering pursuing as his/her career. A memo explaining the goals, objectives and procedures of the program should be sent as confirmation to all businesses and business people who express an interest in participating. The time line should be explicit also so that no misunderstandings arise later.

Implementation Procedure

Objectives:

The students will broaden their techniques for occupational research

The students will have greater awareness and clearer understanding of personal reactions to specific career roles

The students will have greater knowledge of community, business and service agencies

The students will be able to test the realism of their self appraisals in terms of interests and career roles

The students will be able to see a greater variety of relationships between present roles and future roles

Materials Needed:

Example of Letter to Parents
Application for Career Role Observation

Procedure:

1) Preparation of the Teacher:
Teachers need to reassure themselves that facilitating student career role observations in the community can be a rewarding and realistic activity. Knowledge of every business, professional and community service agency, is not a pre-requisite however. A general sense of the potential of community observations is helpful. The teacher can learn the specifics along with the students.

It is recommended however, that the teacher participate in at least two community career role observations prior to sending students out, in order to appreciate the processes involved. The teacher's ability to help the students' appraisal of their own abilities, interests and values concurrently with an observation experience is important.

2) Preparation of the Student:
Students need to look at career role observation as an opportunity to see the human implications of career roles. Some students will be testing out a relatively stable plan, some will be testing out a fantasy, and others will need to be encouraged to look at career roles they have never thought about before this unit. Students need opportunity to reflect on their life pattern up to the present. Some of this introspection can be done before the observation, and some of it might best be done after the observation.

3) Implementation:
After adequately preparing oneself and the students, have the students carefully complete the Application for Career Role Observation.

The completed applications, along with a letter explaining the activity (See Example of Letter to Parents, page 66), should be sent home, either through the mail or with the students, for the parents' reviewal and signature. Encourage the students to sit down and discuss what they hope to learn from this experience with their parents. It has been found that this activity can be the first insight into the student's future plans by the parents.

Allow at least two weeks and maybe more to set up the observations, after the signed applications have been returned. A school-Community Resource Directory and/or a career center specialist are invaluable in setting up this activity. Volunteer help from community services organizations will also be very valuable.

Once the career role observations have been successfully scheduled, it is suggested that the individual students call to confirm the time, place and contact person for their observation. Encourage the students to be prompt and appropriately dressed the day of the visitation. It is suggested that the students take along the Worker Interview Form (for samples see Pages 37 and 38) to focus their observation and give them a place to record data as they are exposed to it. The worksheet will also give the student something to discuss at the onset with the person they are observing.

Unless it can be arranged for all career observations to take place on the same one or two days, it will be necessary to provide the students with some independent activities while these observations are taking place.

The model field tested allowed for a minimum of one observation and a maximum of three observations per student in a two week period. If three observations were made, one had to be of an educational/training experience.

The follow-up and evaluation of this activity is necessary for program support and improvement. The field tested follow-up and evalution is included.

This activity requires a great deal of teacher involvement and organization. However, with the help of community personnel, a School-Community Resource Guide and/or a career center specialist, it is possible. This activity is very rewarding to everyone involved and considered by the students to be exceedingly useful and informative; thus it is definitely worth the additional time and effort.

EXAMPLE OF LETTER TO PARENTS

Date_____

Dear Parents:

This quarter, as a part of our English 12 curriculum, the students have been involved in a career education unit. This unit includes activities in identifying interests and abilities, self awareness, the study of three occupations, the study of training and/or educational possibilities and goal setting for the future.

During the weeks of March 14-18 and March 21-25, your son or daughter will be given three opportunities to go into the community and observe people working and/or training in different occupational areas. Each student will be asked to go on at least one career observation. The Roseville Secondary Career Education Project and the Roseville Chamber of Commerce are helping set up these career related experiences.

Enclosed you will find the application your son or daughter completed for this part of the course. Please look over this application, discuss it with your son or daughter, and sign it if you approve of his/her plans. Students are free to change their visitation plans until February 18. The applications must be returned on or before February 18 to be eligible for the career shadowing experience.

If you have any questions or would like to discuss your student's plans in more detail, please call me at _____.

Sincerely,

Mary Jo Benson

APPLICATION FOR CAREER ROLE OBSERVATION

Name_____ Telephone Number_____

Address_____ Zip Code_____

First Hour Teacher_____

My observation is part of my_____ class, taught by_____

The remainder of this application asks for information that is needed to plan a worthwhile career observation for you. Most of the content and the format is modified from two actual employment application forms and are therefore similar to those you are likely to encounter when applying for a job.

PERSONAL INFORMATION

Birth Date_____ Social Security Number_____ Citizen of U.S.A.?_____

EDUCATION

In what high school subjects were you most proficient?_____

In what extra-curricular activities did you take part while in high school?

_____

What honors or other distinctions did you receive while in high school?

_____

In what junior high school subjects were you most proficient?_____

In what extra-curricular activities did you take part while in junior high school?_____

What honors or other distinctions did you receive while in junior high school?

_____

PREVIOUS EMPLOYMENT

Former Employers (Name last employer first) Include Name, Address, Position and Telephone	Date From Mo./Yr.	Date From Mo./Yr.	Position you held	Salary Start End	Reason for Leaving

SPECIAL ACTIVITIES

List all activities participated in not previously mentioned

Type of Organization (Civic, Social, Athletic)	Name of Organization	When you Actively Participated From	To	Offices Held in the Last Five Years	Average Time Per Week

List hobbies you are now, or have recently, been interested in_____

REFERENCES

Give below the names of three persons, excluding relatives and former employers, whom you have known at least one year.

Name	Address	Business	Years Acquainted
1)			
2)			
3)			

APPLICANT'S AVAILABILITY

Check all possible times you are available for a career observation:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
HOURS A.M.						
HOURS P.M.						

Total time I would be willing to spend observing: Number of hours_____

CAREER ROLE INTERESTS

Specific career roles you are interested in. Use specific titles.

1) First Choice:

a. Why are you interested in this field?

b. What training do you think you will need for this field?

2) Second Choice:

a. Why are you interested in this field?

b. What training do you think you will need for this field?

I am most interested in observing:

_____ One specific person in a career role

_____ 2-3 persons in different career roles

_____ Several people in related career roles

I have read this application and give my permission for

_____ (daughter/son/ward)

to participate in this program.

_____

Parent/Guardian

FOLLOW-UP AND EVALUATION OF CAREER ROLE OBSERVATION

Objectives: The student will evaluate his/her career observation in terms of his/her own career planning

The student will demonstrate good letter writing skills

Materials Needed: Student Evaluation of Career Role Observation
Community Reaction to Career Role Observation

Procedure:

1) When the students return from their career role observations, have them complete the Student Evalution of Career Role Observation form. If the observations are spread out over a few days, it might be best to have the students do the follow up and evalutions as soon as they return from their observations. It is important to emphasize that the evaluations are very helpful in improving the experience for future students.

2) After the students have completed the Student Evaluation of Career Role Observation form, have them review the correct form for writing a thank you letter. Have the students write a rough draft of their letter thanking the person and/or company that hosted them. After correction, have the students recopy their letters and address an envelope to the host person and/or company. Include in the letter the Community Reaction to Career Role Observation form and a self-addressed stamped envelope.

STUDENT EVALUATION OF CAREER ROLE OBSERVATION

Career Role Observed:_____ Date of Visit:_____

Name of Firm or Agency:_____

Amount of time spent on site:_____ Was this sufficient? ___ Yes ___ No

If no, what amount of time would you suggest?_____

General reaction: (Put a check on the scale)

Poor 1 2 3 4 5 6 7 8 9 10 Excellent

What did you hope to learn by this visit? What did you learn by this visit?

_____ a. See what the job is really like _____

_____ b. Recommendations for training _____

_____ c. More about what the company does _____

_____ d. Chances of getting a job now or later _____

_____ e. Role of management _____

_____ f. Didn't know _____

Was the contact person prepared for your visit? _____ Yes _____ No
If no, what would have been more helpful?

Did you feel prepared for this experience? _____ Yes _____ No
If no, what did you feel you could have done beforehand?

Was this visit helpful for your own career planning? _____ Yes _____ No
Why?

Did you change anything about your career planning? _____ Yes _____ No
If yes, in what way?

Any suggestions for improving the program for future students? (Use other side)
Have you ever taken part in a visit like this before? _____ Yes _____ No
_____ In school _____ Not school related

COMMUNITY REACTION TO CAREER ROLE OBSERVATION

Dear

Thank you for participating in Kellogg's career development program by having ____(student's name)____ shadowing/interviewing someone at your business. We appreciate your time and effort in helping our students plan for their futures.

In order to help us evaluate the effectiveness of this program, would you please fill out the following questionnaire and return it in the enclosed, stamped, self-addressed envelope. Feel free to use the back of the sheet if you need more space. Thank you again for your assistance.

Sincerely,

Mary Jo Benson
Focus Program, Kellogg High School

Reaction to Student Shadowing or Interviewing Participation:

Student Name:_____

Yes No

_____ _____ Did student appear promptly at agreed upon time?
_____ _____ Was student's appearance neat?
_____ _____ Were student's questions well thought out and pertinent?
_____ _____ Would your company be willing to participate again?
Reasons?_____

What do you see as the objective of this program? Check all that apply.

_____ 1. Increasing student's occupational awareness
_____ 2. Helping students obtain employment
_____ 3. Helping students make career choices
_____ 4. Encouraging students to go on for further education and/or training
_____ 5. Other_____

Which of the above would you support? ___1) ___2) ___3) ___4) ___5)

Please rate the effectiveness of each of these components of the program:

Good Okay Poor

____ ____ ____ Student preparation
Suggestions for improvement:_____

____ ____ ____ Community participant preparation
Suggestions:_____

____ ____ ____ Advance communication
Suggestions:_____

____ ____ ____ Amount of time for visit
Suggestions:_____

COMMENTS:

SHARING OF CAREER ROLE OBSERVATION

Objectives: The students will share their career role observation experiences with other students

The students will gain knowledge of other occupational areas by listening to the career role observations of their classmates

Materials needed: Worker Interview Form and/or notes taken while on the career role observation

Procedure: When all students have returned from their career role observations, structure a sharing experience. In a large class this might best be accomplished by having each student give a brief oral report using the notes and the Worker Interview Form they completed when they were on their observations. Make sure to allow time for questions after each report. Encourage the students to report on factual data, as well as informal reactions, to the job situation.

If the class is a small enough group, this phase of the experience might best be achieved by an open discussion with all students sitting in a circle. Encourage all students to participate and share the data they gathered, as well as their feelings, about the experience.

RESOURCES

The following resources offer descriptions of additional community involvement programs:

A Procedural Guide to Facilitate School and Community Cooperation Community Relations and Involvement, Career Guidance, Counseling, Placement and Fellowship Through Program For Rural Schools Project, The Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210. Specifically designed for rural schools, this manual has sections on rationale, strategies and evaluation of school-community cooperation programs.

District 281 Community Resource Utilization Program Guidelines, Robbinsdale Area Schools, 4147 Winnetka Avenue North, Robbinsdale, Minnesota 55427. This booklet describes how the Robbinsdale Schools community resource utilization program operates. Sample forms are included.

School-Business Pairings, Coordinated by the Department of Guidance and Assessment Services and the Department of Urban Affairs, Minneapolis Public Schools, 807 Broadway Street N.E., Minneapolis, Minnesota 55413. This booklet describes a joint school/Bell Telephone Systems Project whose goal is to expose students to the types of jobs and people in large corporations.

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APPENDIX I - COMMUNITY ADVISORY COMMITTEE MEMBERSHIP

John Mattson	Ramsey High School student	484-5849 (home phone)
Roxanne Battle	Parkview Junior High student	484-8010
Susan Gooding	Kellogg High School student	484-4468
Megan O'Brien	Capitol View Junior High student	483-1462
Carrie Saylor	Fairview Junior High student	631-1527
Virginia Burton	Teacher, Kellogg Senior High	488-7758
Ron Hoheisel	Teacher, Parkview Junior High	483-6155
Jerry Franke	Attorney, member Roseville Chamber of Commerce	631-1489 636-6400 (office)
Sue Welsch	Parent, Area PTA Council Chairperson	483-1882
Vernon Vick	Coordinator of Occupational Education, Roseville Area Schools	633-9641 633-8150 (office)
Dick Skinner	Principal, St. Rose of Lima School	646-3832
Tony DeZiel	Business Representative, St. Paul AFL-CIO Trades and Labor Assembly	222-3787 (office)

Ex Officio Members

Dr. Arland Benson	Project Director, Secondary Career Education Project, Roseville Area Schools	426-3398 636-0843 (office)
Dorothy Henriksen	Project Facilitator, Secondary Career Education Project, Roseville Area Schools	636-6324 636-0843

APPENDIX II - Minutes of the September Meeting of the
SECONDARY CAREER EDUCATION PROJECT COMMUNITY ADVISORY COMMITTEE

The first meeting of the advisory Committee for the Roseville Career Education Project was held at 9:00 a.m. on Wednesday, September 24, 1975. Arland Benson, Project Director, and Dorothy Henriksen, Staff Facilitator, overviewed the project for all participants.

Career Education should foster a respect for work and working with people; this encompasses both occupational and leisure roles. Career Education should not be a separate course, but should be infused in the curriculum. Exploration of self can be accomplished through an exploration of careers. We discussed 5 major components of Career Education: 1) Awareness of Self - students need to feel "they are someone before they are something"; 2) Occupational Awareness - advantages and disadvantages of occupations; 3) & 4) Interpersonal Skills and Work Ethic - very few people fail because of technical skills, but are they salable skills? Can we get along with fellow workers? 5) Decision Making - Is it important to me? What are the probable opportunities?

We discussed the establishment of three Resource Centers at Fairview, Parkview and Kellogg and coordinating with the Ramsey Center. The question addressed to the Committee was: "How can we get students to use the Resource Center?" Students answered by suggesting that the Resource Centers be open after school is dismissed.

Suggestions from the Committee included:

1. Can we help students understand why they are taking a certain course and what good will it do them?
2. Can we relate to trained student tutors?
3. Provide a slide series of jobs in Roseville.
4. An English class in cinematography at Kellogg could be utilized to make materials for the Resource Centers.

Suggested Roles for our Committee:

1. Plan visitations and exchanges.
2. Suggestions for short courses for community members.
3. Update Community Resource Guide or make new index.
4. Evaluate our program from a consumer standpoint.

The next meeting of the Advisory Committee will be held on Thursday, October 23rd from 9:00 to 10:30 at Fairview, Room 600.

Respectfully Submitted,

Audrey Almendinger
Acting Secretary

APPENDIX II - Minutes of the January Meeting of the
SECONDARY CAREER EDUCATION PROJECT COMMUNITY ADVISORY COMMITTEE

The January meeting of the Community Advisory Committee was held in the Parkview Junior High Career Learning Center at 9 a.m. Monday, January 10, 1977. Ten members and one visitor (the Parkview Career Specialist) were present.

The first item of business was setting a date for a joint meeting with the PTA's Career Education Task Force. Monday evening, February 7 at 7 p.m. in Room 600 at FV was set as the tentative meeting time and place, subject to confirmation by the Task Force. This meeting will constitute our regular February meeting.

Arland Benson provided current information on several Project components:

Shadowing - 26 Kellogg students in Dave Grove's Career Development class completed "Shadowing" experiences in the community in December through Project and Chamber of Commerce efforts. Reaction from students, teacher and community people was favorable. Another "Shadowing" round is planned for March in a Kellogg FOCUS class.

Internship/Exchange Program - There hasn't been as much activity as we had expected, only nine teachers have participated and/or applied to date. Project staff will promote more.

Response to brochure - Out of more than 3,900 brochures and letters mailed to parents of junior and senior high students, 71 responses expressing interest in a one evening workshop have been received. April 4 (a Monday evening) was tentatively set as a date. Format and content will be discussed with the PTA Task Force at the Feb. 7 meeting.

Curriculum - Meetings with the Minnesota Instructional Materials Center at 916 in White Bear and the State Department of Education about disseminating our curriculum materials have been held. Both are interested and discussions will continue.

An abstract of a proposal for Title IV funds being written by the Project staff was read and discussed. Revisions were suggested and a revised abstract accompanies these minutes. Please read it and call us if you have reactions pro or con to the proposed request for state funds.

The remainder of the meeting was devoted to a discussion or Project priorities for the rest of the year. No major changes were recommended, but increased promotion of the various components by Project staff was suggested.

Respectfully submitted,

Dorothy Henriksen
Acting Secretary

APPENDIX III

DRAFT PROPOSAL FOR ADVISORY TASK FORCE REACTION "SCHOOL-COMMUNITY EXCHANGES AND INTERNSHIPS"

I. Objectives: This option will involve at least 30 educators and 30 community members. Specific objectives of visitations and exchanges include increasing awareness of life style and career options, alternative meanings of work and career, and teacher and employer-employee expectations. Both school staffs, parents, and community people will gain greater understanding of each other as well as develop mutual trust and influence. Well planned community visitations and exchanges should assist the adults in the Roseville Schools' community in their guidance of young people. Increased usage of field trips and field interviews within schools' Career Education curriculum is another outcome.

II. Organizational Chart:

OR

Phase I: Needs Assessment
Selection of Participants

A. A presentation of the opportunities to school and community groups

B. Applications forms completed and sent to Task Force

C. Requests reviewed by Task Force and approved or denied

D. Exchange sites selected*

E. School or community liaisons determined*

Phase II: Implementation

F. A detailed learning contract is negotiated to cover exchange activities ranging from 1 to 20 days.

Learning Contract Options:

1) A variety of community/school experiences in a variety of settings
2) An in depth experience in 1 or 2 settings and alternative career roles (an internship model)
3) An extensive school/community career role exchange
4) A short term school/community career role exchange
5) A significantly different career role exchange within the school setting
6) A program of directly involving students in the exchange

Summative Evaluation (To Determine Quality)

G. A written report expanding upon selected content areas of the visitation forms used. A journal format would be one suggested format.

Summative Evaluation (To Determine Quality)

H. The learning contract would include built-in evaluation of specific objectives. The extensiveness of any evaluation would be determined by the length of the exchange contract.

Formative Evaluation (To Improve the Program)

I. Program participants would compare and evaluate the exchange experiences in one or more small group sessions.

*This can be done by a person or persons given that responsibility by the Task Force or by volunteers wishing to act as host or liaison.

APPENDIX IV

TIME LINE FOR INTERNSHIPS AND EXCHANGES

Announce and Promote Program

↓

Applications Received by Task Force

Community Members		School Members
1) Determine if resources (sites) are available	Allow Three Weeks	
2) Assign liaison to work with applicant on contract		
3) Set date of joint orientation sessions for applicant, liaison, and representatives of the Task Force*		4) Assist teams with contracts
		5) Jointly approve contracts
4) Team work on learning contracts	Allow Two Weeks	6) Secure approval for college credit or re-certification units
5) Jointly approve contracts		
7) Internships and Exchanges take place	Allow three to four weeks	
8) Interns prepare project and/or evaluation document(s) and submit to Task Force	Allow two to three weeks	
9) Small or large groups of internees meet with representatives of Task Force for sharing of experiences and evaluation		
10) Task Force meets for evaluation of program		

*In some cases it may prove more practicable for the applicant and his/her liaison to set a date to meet by themselves to determine objectives and date of Exchange or Internship. In some cases this could even be accomplished over the phone.

APPENDIX V
SUMMARY OF EXCHANGE
INTERNSHIP PROPOSALS 1975-76

A high school principal proposes to spend two to five days observing business administrators in several business settings in order to see techniques used by industry for dealing with personnel. Would be interested in having the community liaison spend some time observing administrators in his school.

Two high school English teachers propose spending five to 20 days interning at several local TV and radio stations to be able to apply observed organizational structure of the TV station to class; to learn how to best utilize present equipment; to observe skills needed to better prepare students for communications occupations. They are interested in possible college credit and recertification credits.

A high school industrial arts teacher proposes a two to five day internship with supervisor or worker in graphic arts or printing firm first hand knowledge of industry's expectations of employees which will assist in assessing students' abilities and improving curriculum.

A school secretary wishes to observe and participate in a variety of jobs in a nursing home to benefit self by getting to know senior citizens, helping them with crafts and music and exploring alternative career roles.

A senior high school business education teacher proposes spending from one to 20 days in one or more of the following career roles: 1) personnel department worker, (large company, state employment office of employment agency) 2) office jobs in a bank, insurance company or large manufacturing company, 3) teacher in a rural or out-state school. The objectives of this experience are to broaden knowledge of employment opportunities and procedures and broaden understanding of different student groups.

A senior high school industrial arts teacher wishes to observe and participate in the duties of a carpenter or lumber yard manager in a construction firm or observe for several days in a vocational school.

A junior high social studies teacher proposes to intern with the State Pollution Control Agency or as a legislative aide or lobbist. This experience would aid effectiveness in teaching political process and be a personal growth experience.

A junior high school counselor wishes to spend two or three days observing the jobs involved in real estate in order to determine the various jobs involved, their responsibilities and requirements.

A junior high English teacher proposes to observe the variety of careers involved in a TV newsroom in order to improve communications teaching and explore alternative career roles.

A senior high school home economics teacher proposes a one or two day observation experience as a fabric buyer or fabric department manager in a department or specialty store to become more aware of career opportunities in the home economics field.

A senior high school psysics teacher would like to spend one day observing career roles at two civil engineering consulting firms.

A senior high English teacher proposes a two to five day experience as a copy or technical news writer in a business setting in order to gain a clearer understanding of possible writing careers for students.

A junior high mathematics teacher would like to spend up to five days visiting a variety of businesses to see various careers which rely heavily on math skills in order to motivate math students and be able to better answer their career related questions.

A junior high English teacher would like to spend two to five days observing public relations personnel in a variety of settings (small and large companies) to increase awareness of English skills needed in various occupational roles and to gain greater insight into various occupations in order to make English more relevant to students.

A senior high home economics teacher proposes a two to five day career role observation in the costume department of one of the local theatre groups to be able to relate information on theatre "job clusters" to students from firsthand experience.

A junior high art teacher would like a two to four day visitation in various senior high school art departments to familiarize self with fiber/printing techniques to increase awareness of art career options for students and in anticipation of a transfer to a senior high school next year.

A senior high school SLBP teacher proposes to spend one day observing the SLBP program in Bloomington schools to learn what other schools are doing for the career development of SLBP students.

A senior high school home economics teacher would like to spend one day observing the duties of a hospital dietitian in order to relay this information to foods students.

A senior high librarian would like to spend three days observing career roles at various other types of libraries: Hill Reference Library, Ramsey County Library and the Minnesota Historical Society.

SCHOOL - COMMUNITY EXCHANGE/INTERNSHIP APPLICATIONS
1976-1977

A junior high school special education proposes a one day observation of a physical therapist at St. Paul-Ramsey Hospital and one day at Como Park Elementary School in order to observe techniques used in dealing with handicapped students and to observe an alternative career.

A junior high school math teacher would like a one day observation of a computer programmer and a systems analyist to enrich curriculum.

A junior/senior high school math teacher proposes to spend one day observing various math related jobs to gain insight into variety of math related careers.

A senior high school home economics teacher/work program coordinator would like a one day observation of a delicatessen manager/home economist for curriculum enrichment and job leads for students.

A junior high school science teacher proposes a one day observation of guidance staff at Anoka-Ramsey Junior College to increase awareness of skills needed for college entrance and science related careers.

A junior high school librarian would like a two day observation and work experience with Afton Alps Ski School, observing director and working with schools that use the facility in order to gain insight into career roles and community resources.

A junior high math teacher proposes a one day observation of an auto parts salesman to see skills needed in business that could be included to greater degree in math curriculum.

A junior high math teacher would like a one day observation of various math related careers in an insurance agency.

A junior high English teacher proposes a one day observation of the variety of careers in an accounting firm and the skills needed for those careers.

A senior high school home economics teacher would like to spend two days observing career roles in theatre costuming at Chanhassen Dinner Theatre for insight and curriculum enrichment.

Four junior and senior high school home economics teachers would like a one day observation of career roles in clothing and design at a large clothing manufacturing company.

A junior high school home economics teacher would like to spend one day observing career roles in interior design with an office products company.

Three senior high school art teachers propose two day observations in an alternative education setting for gaining art-career education insights.

A junior high school science teacher would like a one day observation of science related careers in the computer field.

A senior high school science teacher would like a 2 or 3 day observation of careers in medical product research.

A senior high school science teacher would like a two or three day observation of science related careers in personnel or research departments of a large firm.

A senior high alternative English teacher would like a one or two day observation in a community drug treatment agency.

A junior high science teacher proposes a two or three day observation of the role and qualifications of a scientist or policy maker in a science related company or public agency.

A senior high school English teacher would like a two or three day observation of industrial education programs related to language arts in a large firm.

A junior high school math teacher proposes a one or two day observation of various career roles and their qualification in an accounting firm.

A junior high school assistant principal would like a two to five day observation of the operation and methods used in a chemical dependency treatment center.

A junior high school English teacher would like to spend one day observing in an alternative education setting (middle school).

A junior high school SLBP teacher would like to spend one or two days observing in an art gallery, particularly to observe the duties of a manager/buyer.